

**SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
AGENDA FOR THE REGULAR MEETING OF THE BOARD OF TRUSTEES**

December 12, 2018

Closed Session at 5:00 p.m.; Open Meeting at 6:00 p.m.

District Office Board Room, 3401 CSM Drive

San Mateo, CA 94402

NOTICE ABOUT PUBLIC PARTICIPATION AT BOARD MEETINGS

The Board welcomes public discussion.

- *The public's comments on agenda items will be taken at the time the item is discussed by the Board.*
- *To comment on items not on the agenda, a member of the public may address the Board under "Statements from the Public on Non-Agenda Items;" at this time, there can be discussion on any matter related to the Colleges or the District, except for personnel items. No more than 20 minutes will be allocated for this section of the agenda. No Board response will be made nor is Board action permitted on matters presented under this agenda topic.*
- *If a member of the public wishes to present a proposal to be included on a future Board agenda, arrangements should be made through the Chancellor's Office at least seven days in advance of the meeting. These matters will be heard under the agenda item "Presentations to the Board by Persons or Delegations." A member of the public may also write to the Board regarding District business; letters can be addressed to 3401 CSM Drive, San Mateo, CA 94402.*
- *Persons with disabilities who require auxiliary aids or services will be provided such aids with a three day notice. For further information, contact the Executive Assistant to the Board at (650) 358-6753.*
- *Regular Board meetings are recorded; recordings are kept for one month.*

Government Code §54957.5 states that public records relating to any item on the open session agenda for a regular board meeting should be made available for public inspection. Those records that are distributed less than 72 hours prior to the meeting are available for public inspection at the same time they are distributed to the members of the Board. The Board has designated the Chancellor's Office at 3401 CSM Drive for the purpose of making those public records available for later inspection; members of the public should call 650-358-6753 to arrange a time for such inspection.

5:00 p.m. Call to Order

ANNOUNCEMENT OF CLOSED SESSION ITEMS FOR DISCUSSION

1. Conference with Legal Counsel Regarding Four Cases of Existing Litigation:
 - a. San Mateo County Community College District v LocusPoint Networks, LLC, et al, Case No. 17CIV01534
 - b. LocusPoint Networks, LLC, et al v San Mateo County Community College District, Case No. 17CIV01550
 - c. LocusPoint Networks, LLC, et al. v San Mateo County Community College District, Case No. 17CIV04899
 - d. Avendano v Turner, Case No. 18CIV05172
Significant exposure to litigation pursuant to Gov. Code section 54956.9(d)(2)
3. Conference with Legal Counsel – Anticipated Litigation
Significant exposure to litigation pursuant to Gov. Code, section 54956.9 (d)(2)
4. Employee Discipline, Dismissal, Release

PUBLIC COMMENTS ON CLOSED SESSION ITEMS ONLY

RECESS TO CLOSED SESSION

RECONVENE TO OPEN SESSION

6:00 p.m. **Call to Order**
Roll Call / Pledge of Allegiance

DISCUSSION OF THE ORDER OF THE AGENDA

ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION

SWEARING IN OF RE-ELECTED AND NEWLY ELECTED TRUSTEES

ORGANIZATION OF THE BOARD OF TRUSTEES

1. Election of President
2. Election of Vice President-Clerk
3. Election of Secretary for the Board
4. Appointment of Representative of the Board to the County Committee on School District Organization
5. Appointment of Two Representatives to the Board of Directors of the San Mateo County Community Colleges Foundation

MINUTES

18-12-1 Approval of the Minutes of the Board Meeting of November 14, 2018

STATEMENTS FROM EXECUTIVES AND STUDENT REPRESENTATIVES

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

NEW BUSINESS

- 18-12-1A Approval of Personnel Items: Changes in Assignment, Compensation, Placement, Leaves, Staff Allocations and Classification of Academic and Classified Personnel
- 18-12-2A Receipt of District's Initial Contract Proposal to San Mateo Community College Federation of Teachers, Local 1493, AFT, AFL-CIO and Setting of Public Hearing
- 18-12-3A Receipt of San Mateo Community College Federation of Teachers, Local 1493, AFT, AFL-CIO Initial Contract Proposal to the San Mateo County Community College District and Setting of Public Hearing
- 18-12-4A Receipt of District's Initial Contract Proposal to California School Employees Association, Chapter 33 and Setting of Public Hearing
- 18-12-5A Receipt of California School Employees Association, Chapter 33 Initial Contract Proposal to the San Mateo County Community College District and Setting of Public Hearing

Approval of Consent Agenda

All items on the consent agenda may, by unanimous vote of the Board members present, be approved by one motion after allowing for Board member questions about a particular item. Prior to a motion for approval of the consent agenda, any Board member, interested student or citizen or member of the staff may request that an item be removed to be discussed in the order listed, after approval of remaining items on the consent agenda.

- 18-12-1CA Approval of Curricular Additions, Deletions and Modifications – Cañada College, College of San Mateo and Skyline College

- 18-12-2CA [Acceptance of Grant from the Saga Foundation to Cañada College](#)
- 18-12-3CA [Acceptance of Grant Funds from the California Wellness Foundation](#)
- 18-12-4CA [Denial of Claim Against the District](#)

Other Recommendations

- 18-12-100B [Approval of Skyline College Education Master Plan](#)
- 18-12-101B [Public Hearing on Certification of Final Subsequent Environmental Impact Report \(SEIR\) Mitigation Monitoring and Reporting Program \(MMRP\) for College of San Mateo Building 20 Demolition Project](#)
- 18-12-102B [Adoption of Resolution No. 18-30 Certifying the Final Subsequent Environmental Impact Report for College of San Mateo Building 20 Demolition Project, and Adoption of Resolution No. 18-31 Accepting and Adopting the CEQA Findings of Fact and Mitigation Monitoring and Reporting Plan, and Approving the College of San Mateo Building 20 Demolition Project](#)
- 18-12-103B [Approval of Contract Awards for Constituent Relationship Management \(CRM\) Software and Implementation Services for Student Success to APEX IT and Enrollment RX](#)
- 18-12-104B [Approval of Contract Award for Skyline College Fitness Parkland and Accessible Route to College Ridge Project](#)
- 18-12-105B [Authorization to Augment the Design-Build Contract for Cañada College Building 1N New Kinesiology and Wellness/Aquatics Center](#)
- 18-12-106B [Approval of Contract Award for Shuttle Service to and from Cañada College to transMETRO, Inc.](#)
- 18-12-107B [Approval of Revisions to Board Policies: 3.20 Evaluation of Faculty; 3.25 Wages, Hours and Other Terms and Conditions of Employment; 3.90 Post-Retirement Contract; 8.49 Use of Unmanned Aerial Systems on District Property](#)

INFORMATION REPORTS

- 18-12-1C [Process for Selecting Nominees for Appointment to Boards and Committees](#)
- 18-12-2C [Bond Oversight Committee 2017 Annual Report to the Community](#)
- 18-12-3C [District Financial Summary for the Quarter Ending September 30, 2018](#)
- 18-12-4C [First Quarter Report of Auxiliary Operations, 2018-19](#)

STATEMENTS FROM BOARD MEMBERS

COMMUNICATIONS

MEETING OF THE SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT FINANCING CORPORATION

1. Call to Order
2. Roll Call
3. [Approval of Minutes of the December 13, 2017 Meeting](#)
4. Naming of Officers for 2019
5. Adjournment

RECONVENE TO CLOSED SESSION (if necessary)

ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION (if necessary)

ADJOURNMENT

**Minutes of the Regular Meeting of the Board of Trustees
San Mateo County Community College District
November 14, 2018, San Mateo, CA**

The meeting was called to order at 5:00 p.m.

Board Members Present: President Richard Holober, Vice President Maurice Goodman, Trustee Dave Mandelkern, Trustee Thomas Mohr, Trustee Karen Schwarz

ANNOUNCEMENT OF CLOSED SESSION ITEMS FOR DISCUSSION

President Holober said that during closed session, the Board will (1) hold a conference with legal counsel regarding five cases of existing litigation and one case of anticipated litigation as listed on the printed agenda, (2) hold a conference with the agency labor negotiator as listed on the printed agenda, (3) consider employee discipline, dismissal, release, and (4) consider approval of confidential District warrants.

STATEMENTS FROM THE PUBLIC ON CLOSED SESSION ITEMS ONLY

None

RECESS TO CLOSED SESSION

The Board recessed to Closed Session at 5:01 p.m.

RECONVENE TO OPEN SESSION

The Board reconvened to Open Session at 6:05 p.m.

Board Members Present: President Richard Holober, Vice President Maurice Goodman, Trustee Dave Mandelkern, Trustee Thomas Mohr, Trustee Karen Schwarz

Others Present: Chancellor Ron Galatolo, Executive Vice Chancellor Kathy Blackwood, Skyline College President Regina Stanback Stroud, College of San Mateo President Michael Claire, Cañada College President Jamillah Moore, District Academic Senate President Leigh Anne Shaw

PLEDGE OF ALLEGIENCE

REPORT OF ACTION TAKEN DURING CLOSED SESSION

President Holober said the Board will reconvene to closed session following the open session to continue discussing the items listed above, and will then announce any actions taken during closed session.

DISCUSSION OF THE ORDER OF THE AGENDA

None

MINUTES

It was moved by Trustee Mandelkern and seconded by Trustee Mohr to approve the minutes of the study session of October 10, 2018. The motion carried, all other members voting Aye.

It was moved by Trustee Schwarz and seconded by Trustee Mandelkern to approve the minutes of the regular meeting of October 24, 2018. The motion carried, with Vice President Goodman abstaining and all other members voting Aye.

STATEMENTS FROM EXECUTIVES AND STUDENT REPRESENTATIVES

Chancellor Galatolo said that although the election results are not yet certified, he would like to congratulate President Holober on his re-election. He said staff is in the process of planning an event to thank Trustee Mohr for his exemplary service to the District.

Executive Vice Chancellor Blackwood said Chancellor Galatolo spoke on the 50 Percent Law and other regulations at the recent Association of Chief Business Officials (ACBO) conference. She said many people said they were impressed with his presentation. Executive Vice Chancellor Blackwood said the new Student Centered Funding Formula was a topic discussed at the ACBO Conference. She said the District is not affected by the formula because it is a community

supported district; however, the formula will make it extremely difficult for revenue limit districts to project their future funding because it uses data that is beyond their control. Chancellor Galatolo said it appears that rural revenue limit districts will benefit most from the Student Centered Funding Formula and suburban districts will be the most adversely affected.

District Academic Senate President Shaw said Jeramy Wallace, College of San Mateo Academic Senate President and District Academic Senate President-Elect, has published an article in Academic Senate for California Community Colleges (ASCCC) *Rostrum*, which focused on the language of equity when talking about student success. She said that at the recent ASCCC Plenary, concerns were expressed about the Student Centered Funding Formula. The Senate also voted on two resolutions at the Plenary:

1. Asking that the California Online Community College not be referred to as “the 115th California Community College” as it is not accredited, does not have an academic senate, does not have a proper board of trustees, etc.
2. Asking the State Academic Senate to prepare a list of concerns stating times where collegial consultation with the State Chancellor’s Office has not been followed and asking that the Senate engage directly with the Chancellor’s Office to achieve more collegial consultation. The list is to be reviewed in the spring. President Shaw said she is sharing this information so that the Board will be aware of the tone the State Senate is facing at the State Chancellor’s Office and the desire to make it better.

President Shaw said the District Academic Senate is leading a focus on professional development. She said the Senate is examining all of reasons that faculty access professional development in order to make it more available, especially to adjunct faculty. She said the Senate is working with AFT on this project.

Chancellor Galatolo agreed that calling the Online Community College “the 115th California Community College” is inappropriate. He said it is not accredited and cannot confer degrees and certificates; therefore, he believes it falls in the same category as for-profit colleges, many of which are predatory.

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

Dr. Tammy Robinson, Vice President of Instruction at Cañada College, said she serves as the President of the Western Region Council on Black American Affairs (WRCBAA). She said that at the recent Regional Conference, Cañada College President Jamillah Moore was given the WRCBAA Leadership Award in appreciation of her years of courageous and dedicated leadership and her lifetime commitment to excellence for students, faculty, staff and administrators in higher education. Dr. Robinson said Dr. Keith Curry, President of Compton College, was awarded the Dr. Regina Stanback Stroud Leadership Award of Excellence.

NEW BUSINESS

APPROVAL OF PERSONNEL ITEMS: CHANGES IN ASSIGNMENT, COMPENSATION, PLACEMENT, LEAVES, STAFF ALLOCATIONS AND CLASSIFICATION OF ACADEMIC AND CLASSIFIED PERSONNEL (18-11-1A)

It was moved by Trustee Schwarz and seconded by Trustee Mohr to approve the items in the report. The motion carried, all members voting Aye.

ADOPTION OF RESOLUTION NOS. 18-26, 18-27, 18-28 AND 18-29 FIXING THE EMPLOYER CONTRIBUTION UNDER SECTION 22895 OF THE PUBLIC EMPLOYEES’ MEDICAL AND HOSPITAL CARE ACT (18-11-2A)

It was moved by Trustee Mohr and seconded by Vice President Goodman to adopt Resolution Nos. 18-26 through 18-29. The motion carried, all members voting Aye.

APPROVAL OF CONSENT AGENDA

President Holoher said the consent agenda consists of board reports 18-11-1CA through 18-11-6CA as listed on the printed agenda. It was moved by Trustee Schwarz and seconded by Trustee Mohr to approve the items on the consent agenda. President Holoher asked that items 18-11-4CA and 18-11-5CA be removed from the consent agenda for further discussion. The Board voted unanimously to approve the remaining items on the consent agenda.

APPROVAL OF COMMUNITY, CONTINUING AND CORPORATE EDUCATION CLASSES AND PROGRAMS, SPRING/SUMMER 2019 – CAÑADA COLLEGE, COLLEGE OF SAN MATEO AND SKYLINE COLLEGE (18-11-4CA)

It was moved by Trustee Schwarz and seconded by Vice President Goodman to approve the Community, Continuing and Corporate Education (CCCE) classes and programs as presented. President Holober, referencing the American Sign Language (ASL) classes listed under College of San Mateo, asked if ASL courses are offered at the colleges. It was confirmed that they are offered at both College of San Mateo and Skyline College. President Holober asked if the CCCE classes are duplicative of the for-credit classes taught at the colleges. Jonathan Bissell, CCCE Executive Director, said they are not duplicative. He said CCCE offers short courses that are open to the public. He said enrollees typically come with either a senior or child and are looking for practical instruction rather than college credit.

President Holober said the CCCE list includes a number of programs that offer certificates. He asked what the term “certificate” means in the CCCE program, noting for example that a number of universities offer a certificate in nonprofit management. Mr. Bissell said CCCE has offered a certificate in nonprofit leadership for several years. He said the course was set up in partnership with the Center for Excellence in Nonprofits, which serves the nonprofit community in San Mateo County and beyond. He said a certificate of completion is awarded to participants in recognition that they have been instructed in a certain body of information. Mr. Bissell said that many organizations want their professionals, such as foundation leaders and board members, to participate in a not-for-credit program that is offered at a convenient time for them. Chancellor Galatolo pointed out that a certificate of completion is fundamentally different from a certificate awarded on a credit bearing basis at the colleges. Trustee Mandelkern said the term “certificate” is used in many of the CCCE courses, such as a “Certificate in Food, Nutrition, and Health” and a “Certificate in Gerontology.” He said he is concerned about the confusion between these not-for-credit certificates based on single course and the certificates offered at the colleges through a series of credit bearing courses. He questioned whether the term “certificate” is being devalued by offering certificates for the shorter, not-for-credit courses as well as the credit bearing programs. Mr. Bissell said certificates are offered through CCCE’s online partners and the terminology is standard across the industry. President Stanback Stroud said there are different levels of certificates and the term is used around the world, including at community colleges. She said that based on the number of units, participants may earn certificates of participation, completion, achievement and specialization. She said there is not necessarily confusion related to this usage. Trustee Mandelkern said he has concerns about non-accredited, non-credit bearing courses appearing to be something they are not. Mr. Bissell said that throughout CCCE’s 20-year partnership with its online providers, there has never been a case of confusion about certificates.

After this discussion, the motion to approve the CCCE classes and programs carried, all members voting Aye.

APPROVAL OF APPOINTMENT TO BOND OVERSIGHT COMMITTEE (18-11-5CA)

It was moved by Vice President Goodman and seconded by President Holober to approve the appointments as listed on the report. President Holober said many public jurisdictions and agencies make public announcements, accept applications, and screen and interview applicants when openings on committees occur. He suggested that going forward, this type of process be implemented for District committees that include community members. He said he believes this is characteristic of a high-performing institution. Trustee Mohr said he agrees with this suggestion and said the criteria, guidelines and expectations should be spelled out in the public announcement. He asked that staff develop a process. Vice President Goodman said it is important to keep the community engaged. He asked about the process that is currently utilized to fill committee vacancies. Chief of Staff Mitchell Bailey said staff works with networks throughout the community to identify community members who they believe could bring value to the committees and to the District as a whole. He said he will investigate other districts’ processes and develop a process in line with President Holober’s suggestion. After this discussion, the motion to approve the appointment as recommended carried, all members voting Aye.

Other Recommendations

APPROVAL OF REVISIONS TO BOARD POLICIES: 2.03 COLLEGE PRESIDENTS; 2.10 SELECTION PROCEDURES; 2.12 EMPLOYEE RIGHTS AND PROTECTION, DOMESTIC PARTNER RIGHTS, AND WHISTLEBLOWER PROTECTION; 2.13 DISSEMINATION OF EMPLOYEE INFORMATION; 2.15 COLLECTIVE BARGAINING; 2.52 LOCAL LAW ENFORCEMENT; 3.00 APPLICABILITY OF CHAPTER III POLICIES; 3.15 EMPLOYEE REQUIREMENTS (18-11-100B)

It was moved by Trustee Schwarz and seconded by Vice President Goodman to approve the revisions as presented. Trustee Mandelkern said Policy 2.12 states, “Employees shall also have the right to refuse to join or participate in the

activities of employee organizations, although the employee may be required, by terms of the collective bargaining agreement, to pay a service fee.” He questioned whether this is legal in light of the Supreme Court’s *Janus* decision issued earlier this year. Mr. Bailey said the review process for this policy began before the *Janus* decision was announced. He thanked Trustee Mandelkern for catching the error and said it will be corrected.

Trustee Mandelkern said Policy 3.15 states that as a condition of employment, faculty members must file a loyalty oath. He said this seems to be a by-product of the 1950s and asked if it is still the law in California. Mr. Bailey confirmed that it remains the law. After this discussion, the motion to approve the revisions, with the correction noted above, carried, all members voting Aye.

COMMUNICATIONS

None

STATEMENTS FROM BOARD MEMBERS

Student Trustee Topete Eng Goon reported that:

- She attended the Día de los Muertos event at Cañada College, which included an area in which students could bring pictures of loved ones they have lost. She said it was a moving event.
- The Skyline College Student Senate held a successful luncheon in recognition of Veterans Day.
- The Associated Students of College of San Mateo held a fundraiser for Camp Fire victims and raised \$1,000 in one day. She said the Associated Students will match the funds and provide additional funds to make the total \$3,000 to \$4,000.

Trustee Mandelkern said he attended the Town of Hillsborough Veterans Day event. He said he appreciates the invitation for the CSEA holiday luncheon. He said it is unfortunate that it conflicts with the Skyline College Automotive Luncheon. Trustee Mandelkern said the *San Mateo Daily Journal* published an op-ed piece by a student writer on the value of a community college education versus a four-year college education. He said that in response, Paul Naas, Professor of Digital Arts and Animation at Cañada College, wrote an extraordinarily well written op-ed piece in support of community colleges as a viable option, both academically and financially, for students coming out of high school to consider as they pursue their high education goals. Trustee Mandelkern asked that President Moore convey his gratitude to Professor Naas for his excellent response.

Trustee Schwarz said she attended a meeting of the Cañada College Academic Senate and intends to attend meetings at the other colleges as well. She said it is informative to listen to faculty discuss and work together on items such as Meta Majors. Trustee Schwarz said she attended one of several events honoring Anne Campbell who has retired as San Mateo County Superintendent of Schools. She said she believes that Superintendent Campbell will be a great asset as she serves on the District’s Bond Oversight Committee. Trustee Schwarz said she attended the grand opening of the SparkPoint Center at College of San Mateo and is pleased that all three colleges now have SparkPoint Centers. She said Student Trustee Topete Eng Goon spoke at the event and shared her personal story, serving as an example for other students that they should not feel ashamed and should know that help is there for those who need it. Trustee Schwarz said the event also provided an opportunity to tour the new SparkPoint Center and she also took the time to visit the Public Safety Office. Trustee Schwarz wished everyone a Happy Thanksgiving.

Vice President Goodman welcomed Student Trustee Topete Eng Goon and said he looks forward to working with her. He congratulated President Holober on his re-election. He said that at the event honoring Trustee Mohr, he will speak about what Trustee Mohr means to him and about the legacy Trustee Mohr leaves in the District. Vice President Goodman thanked Trustee Mohr for his service to the County and to the multitude of students he has served. Vice President Goodman said he attended the grand opening of the SparkPoint Center at College of San Mateo. He said it is tremendous to see the great work the District is doing and how when one of the colleges does something that benefits students, the other colleges follow suit. He said students are benefitting from the dedicated people in the District and he hopes this continues because there is much work to be done on many issues, including food insecurity and homelessness and housing insecurity for students and their families. Vice President Goodman said he will serve on an upcoming San Mateo County School Boards Association panel for orientation and training for new trustees.

Trustee Mohr said this will be his final Board meeting. He thanked the Board and Chancellor for allowing him to be President of Cañada College, a special place where values are lived, where people are transformed, where great teaching and great support come together and make a big difference in the lives of everyone who chooses to be there.

Trustee Mohr said that for an educator, nothing is more inspiring than that kind of environment and it is the fulfillment of every reason you became a teacher in the first place.

Trustee Mohr said it has been a privilege to be on the Board and to work with the Board and the Chancellor who have led the District to what is probably the most distinguished position among community college districts in the State of California. He said no one is perfect, but exceptional boards govern in constructive partnership with the chief executive, recognizing that the effectiveness of the board and chief executive are interdependent, that good board members are always independent minded, and that they build a relationship with the chief executive through trust, candor, respect and open communication. Trustee Mohr said he likes to think that he has challenged the Chancellor a lot, but it must be done with honesty, candor and respect.

Trustee Mohr said there is also the issue of strategic thinking. He said the strategic plan gives guidance to the Board and to the entire District, and this guidance is like a compass heading through a storm. He said it is critical as it aligns agendas, actions, goals and priorities, using metrics to demonstrate where you've been and where you're going. He said it also verifies or denies your investment.

Trustee Mohr said difficult decisions are coming, decisions which engender immense ambivalence. He said one lens focuses on faculty and staff, another on students and the strategic plan, another on fiscal responsibility, etc. He said the intrinsic conflict that comes with the overlaying of those focuses will be resolved only when there is open, honest, trusting discourse. He said this takes leaders who put the mission and core values of the institution above all else.

Trustee Mohr closed his comments with the following statement:

"I like to think that there are no goodbyes for us. Wherever I am and whatever you all are doing, please know that you left your footprint upon my heart, that you will be forever in my thoughts."

ADJOURNMENT OF REGULAR MEETING

President Holober said the Board will resume its closed session to continue considering the items previously announced as closed session topics. The regular meeting was adjourned by consensus at 7:05 p.m.

RECESS TO CLOSED SESSION

The Board recessed to closed session at 7:15 p.m.

RECONVENE TO OPEN SESSION

The Board reconvened to open session at 7:58 p.m.

REPORT OF ACTION TAKEN DURING CLOSED SESSION

President Holober said that during closed session, the Board voted unanimously to ratify the confidential District warrants as presented.

ADJOURNMENT

The meeting was adjourned by consensus at 8:01 p.m.

Submitted by

Ron Galatolo, Secretary

Approved and entered into the proceedings of the December 12, 2018 meeting.

Maurice Goodman
Vice President-Clerk



President's Report to the Board of Trustees

Dr. Regina Stanback Stroud



The Student Leadership and Equity Summit, Friday, November 30th.

SKYLINE COLLEGE BOARD REPORT

DECEMBER 12, 2018

DISTRICT HOLDS INAUGURAL STUDENT LEADERSHIP & EQUITY SUMMIT AT SKYLINE COLLEGE



On Friday, November 30, 2018, Skyline College hosted the inaugural *Student Leadership and Equity Summit*. Funded by the San Mateo County Community College District (SMCCCD) EEOC Diversity Grant and the Associated Students of Skyline College (ASSC), and in partnership with the TRiO Club, and the Promise Scholars Program, the Summit was designed to create opportunities for SMCCCD student employees and leaders to examine the challenges encountered by individuals impacted through systemic inequity. The Summit was also designed to increase participants' cultural awareness, social responsibility and connectedness through meaningful opportunities to interact with one another.

Working with their peers from Skyline College, the College of San Mateo and Cañada College participants had the opportunity to explore and learn various leadership tenets through the lens of equity and inclusion. After a stirring opening welcome by Dr. Regina Stanback Stroud, President of Skyline College, and keynote speech from Lasana Hotep, Dean of Student Equity and Support Programs, participants attended the

following dynamic and engaging workshops sessions:

- * Strategies for Equity and Excellence in Leadership, Katrina Pantig, Program Services Coordinator, Student Equity and Support Programs, Skyline College
- * Mastering Cultural Communication and Difficult Conversations, Danielle Powell, Professor, Communications Department, Skyline College
- * Social Justice and Socially Conscious Change Leadership, Mustafa Popal, Assistant Professor, History Department, Skyline College

The Summit was masterfully closed by Dr. Jeremiah Sims, Director of Equity at College of San Mateo. Students were highly engaged and excited about the information, networking, learning and engagement that occurred as seen in their overall conference evaluation. One hundred and forty four students attended the Summit and gave it an overall rating of 3.8 out of 4 (where 4 was rated excellent, 3 was good, 2 was average and 1 was poor). Catalina O'Meany, participant in the Summit deftly recapped her experience by stating, "The summit taught me that equality is not always the solution but rather the awareness and provision of equitable service or instruction can provide more efficient results." As reported by the participants, they are looking forward to continuing their participation in the Student Leadership and Equity Series in the spring through two follow-up events on February 2, 2019 and March 15, 2019.

Article by Amory Cariadus, Eric Imahara, Ellen Murray and Michael Stokes | Photos by Mia Coo

SKYLINE COLLEGE BOARD REPORT

DECEMBER 12, 2018

INTERNATIONAL EDUCATION WEEK & CONSUL GENERAL OF FRANCE VISIT



On November 13 - 16, 2018, Skyline College celebrated International Education Week (IEW), a joint initiative of the U.S. Department of State and the U.S. Department of Education, which focuses on internationalizing college campuses across the country. IEW promotes programs that “prepare Americans for a global environment and attract future leaders from abroad to study, learn and exchange experiences” (iew.state.gov).

Global Learning Programs and Services (GLPS) hosted a variety of global events, kicked off by a welcome reception with the Consul General of France in San Francisco, Mr. Emmanuel Lebrun-Damiens. Mr. Lebrun-Damiens spoke of the importance of international education and exchange in a global society and congratulated Skyline College as one of only ten U.S. institutions in 2018 selected by the Embassy of France in Washington, D.C. to receive a grant for the new Transatlantic Mobility Program. This program aims to strengthen the historic ties between the United States and France by diversifying and doubling the number of students from France and the United States studying abroad in both countries by 2025. The grant award is \$18,000 to implement a new Study Abroad Program,

Campus France, for Skyline College business students to transfer to the Rennes School of Business in France and complete their Bachelor’s degree.

In addition to the kickoff event with the Consul General of France, GLPS hosted a Study Abroad Fair, including a Global Internship Student Panel. During the panel, students who participated in the San Mateo County Community College District (SMCCCD) Global Internship Program last summer shared their experiences abroad in cities such as Cape Town, Hong Kong and Dublin. The Global Internship Program is a new program offered by the SMCCCD Study Abroad office, supported by the Skyline College President’s Innovation Fund (PIF) and the Strong Workforce Program. This program allows students to gain work experience in their field while immersing themselves in a new culture and building invaluable skills for their future careers.

Also planned for International Education Week were the International Food Festival and Fashion Show, hosted by the Skyline College International Student Program. However, due to campus closures during the Northern California Wildfires, the Food Festival and Fashion Show were cancelled but will return next November for International Education Week 2019.

SMCCCD Study Abroad is the district-wide study abroad program housed in the Global Learning Programs and Services Division at Skyline College. For more information about studying abroad, faculty teach abroad opportunities, visiting international faculty presenters and student scholarship opportunities, please contact Zaid Ghori at (650) 738-7088 or ghoriz@smccd.edu.

Article by Stephanie Wells | Photos by Zaw Min Khant

SKYLINE COLLEGE BOARD REPORT

DECEMBER 12, 2018

FUTURE READY CONFERENCE



On November 13, 2018, close to 90 Skyline College Promise Scholars Program students participated in the Future Ready Conference, a 3-hour event introducing Skyline students to Bay Area industry professionals, understanding local living wages and the importance of developing a professional first impression. At the event, the Center for Career and Workforce Programs set up “The Photo Shoppe”, a photo booth for students to take professional photographs to showcase on LinkedIn and to utilize across their digital profiles and resumes. This photo service will remain available at the Center for students to drop in during the academic year.

The welcome address by Andrea Vizenor, Director of the Career and Workforce Programs, introduced students to “The Power of the First Impression,” recognizing the importance of readiness to network in social, digital and interview settings. Then a short activity, led by the Job Placement Coordinators, guided students

through developing their own personal “elevator pitch”, encouraging participants to be ready at all times to seize great networking opportunities.

The highlight of the event included a Q &A panel moderated by Ms. Vizenor of 6 Bay Area industry professionals offering career advice, tips and insight for students entering the work force. Panelists included:

- Michael Aurelio, UX Designer & Skyline College Instructor
- Laurel Moeslein, Program & Training Coordinator at SFO Airport
- Sergio Moreno, Account Specialist at Microsoft (Alumni of Skyline College)
- Stephen Redmond, Principal at Baden High School
- Erin Robbins, Developer of Corporate Responsibility
- Megan Wells, Freelance Writer at Credit Karma

The panelists inspired students with stories from their own educational and career experiences, advising students to be organized, maintain a great work ethic, have a willingness to learn and dress for success. While a range of industries were represented, a common theme presented itself- flexibility, hard work and self-discovery-played a critical role in panelists achieving success and meaningful careers. Students were encouraged to focus on their strengths and be open to new opportunities. The event concluded with panelists joining students at each table for more intimate and candid conversations.

The Future Ready Conference was the first of a series of career development experiences Skyline College Promise Scholars will participate in as they move through their educational journey and advance their academic and career preparation in pursuit of their “Dream Job”.

A special thank you to the Career and Workforce Team for all of their efforts to create a highly engaging and valuable event and to our industry partners for their meaningful contributions.

Article by Andrea Vizenor | Photos by Claudia Paz

SKYLINE COLLEGE BOARD REPORT

DECEMBER 12, 2018

BAM MEN-TOR MIXER EVENT



On November, 27, 2018, the Career and Workforce Program at Skyline College partnered with Brother Achieving Milestones (BAM) to bring together thirteen industry leaders where they provided expertise and valuable insight as they led candid conversations about race, overcoming barriers in the workforce and achieving career growth as a man of color.

Key leaders in industry engaged with over twenty male students of color involved in Skyline College's BAM, a student initiative designed to aid, support and encourage males of color at Skyline College.

The Men-tor Mixer event delivered an engaging experience with key industry leaders in companies such as PayPal, PG&E, Dell, Intel, Yahoo and BAE Systems. Leaders shared their personal experiences in a panel discussion and provided guidance in one-on-one conversations with BAM students. No topic was off-limits to discuss, with industry leaders getting extremely personal, sharing that being a man of color can be both

an advantage and disadvantage in the work world. Barr Stokes, an Engineering Leader at BAE Systems, shared, "being a man of color can be a disadvantage because many times, you are the only one in the room, all eyes are on you and you're expected to succeed. However, remember that you can bring a unique perspective and take advantage of every opportunity to be at the table." A theme emerged as the leaders shared their varied experiences- that it is essential to be comfortable with being uncomfortable. It is important to find your community, but not limit yourself, be open-minded, expand your perspective, and build community with people different from you.

During the one-on-one conversations with the students, panelist were eager to share their business cards and to continue to support students at Skyline College. BAM students felt the event was incredibly impactful and are eager to collaborate with the Mentors again. It was evident a genuine bond had been created between participating students and industry mentors.

The Career and Workforce Development team is excited to expand engagement in the Spring where they will organize continued mentorship events, company visits, internship opportunities and job placement partnerships.

Thank you to the Career and Workforce Team for their efforts in bringing together a remarkable mix of professionals and a class act event; to Michael Stokes, Director of BAM who leads the great work of facilitating partnerships that lead to BAM students' personal development and leaderships skills while enabling them to fulfill their educational goals and career goals and to the incredible group of industry leaders who participated.

Article by Andrez Vizenor | Photos by Claudia Paz

SKYLINE COLLEGE BOARD REPORT

DECEMBER 12, 2018

REAL NEWS, FAKE NEWS: MEDIA IN THE ERA OF TRUMP



On October 15, 2018, the Division of Student Equity and Support Programs hosted “Real News, Fake News: Media in the Era of Trump,” a panel discussion featuring guest speakers Kevin Powell and Rocky Rivera. The discussion was moderated by Jessica Hurlless, Professor of Communication Studies. The event opened with a message from Lasana Hotep, Dean of Student Equity and Support Programs, to provide context about the multiple layers of the program and the value of engaging in this particular experience. He said, “There’s no such thing as neutral media. Everything has an agenda in the way it is expressed. There are narratives being told about why things are happening, narratives about particular groups of people, and narratives about why those groups are situated in society a certain way.” The goal of the program was to expose, educate and equip students with vocabulary and context to help them understand the information they’re being overwhelmed with in the current social and political climate.

Rivera and Powell shared their career trajectories and what made them interested in journalism and social justice. They said because our society is generally miseducated about American history, it’s very easy to be misguided by media outlets that criminalize

communities of color, women, low-income, undocumented and other minority groups in the U.S. Powell stated, “There’s no way we can answer the question of, what is real news and what is fake news if we don’t even have a working knowledge of where we are.” In an era when access to technology and social media have influenced present day journalism, Rivera discussed the potential of using social media to help enact social change and the individual’s responsibility to be informed citizen-journalists when witnessing injustice. She said, “10 or so years ago, we did not have this ability to broadcast on demand... #MeToo or #BlackLivesMatter would have never happened if it wasn’t for social media. It’s so powerful because any one of us can document our experiences.”

The discussion with speakers was followed by a brief audience engagement segment and an announcement by Gabriela Nocito, Director of the Learning Commons about the role the library plays in supporting students along with resources the library can provide to help students discern real news from fake news, including an activity and display in the theater lobby.

After the program, the Associated Students of Skyline College (ASSC) hosted a voter registration table for the upcoming midterm elections. Participants had their book signed by Powell who recently published “My Mother. Barack Obama. Donald Trump. And the Last Stand of the Angry White Man.”

Jess Grainger, Instructor and College and Career Advisor said, “I thought the event was powerful, both for the bold topic they chose, as well as the remarkable speakers Skyline College was able to bring in. My students were impressed by their clear expertise, and were also excited to see some of their own future goals, aspirations and dreams represented, in-the-flesh, by the distinguished likes of Mr. Kevin Powell, and Ms. Rocky Rivera.”

Article by Katrina Pantig | Photo by Naomi Quizon

SKYLINE COLLEGE BOARD REPORT

DECEMBER 12, 2018

A CALL TO CONSCIOUSNESS WITH REVEREND ANGEL KYODO WILLIAMS



On September 20, 2018, Skyline College hosted the Call to Consciousness College Lecture Series. This program was co-sponsored by the Center for Student Life and Leadership Development, the Associated Students of Skyline College (ASSC), and the Division of Student Equity and Support Programs (SESP). The program opened with welcoming remarks from Lasana Hotep, Dean of SESP who said, “Our goal as educators is not to provide you a syllabus, test, quizzes, assignments and grades. Our goal is to ignite a passion for lifelong learning in you. The world is a classroom and this opportunity outside of your formal class structure is to continue that journey about being excited about learning and being curious about the world.” Dr. Regina Stanback Stroud, Skyline College President, also provided remarks on behalf of the college and ASSC President Michelle Chee introduced Reverend angel Kyodo Williams to the stage.

Rev. angel is an author, spiritual leader, master trainer and founder of the Center for Transformative Change in Berkeley, California. Ordained as a Zen priest, Rev. angel is a Sensei, the second of only five black women recognized as teachers in the Japanese Zen lineage. Rev. angel talked about the value of finding and discovering one’s calling and purpose in life. She shared the different inflection points of her journey in learning and applying wisdom teachings. Rev. angel challenged the audience to shift their focus from *what* one should be to *how*

one should be in society. She stated that there is no position or role that is useless or beneath anyone and that it’s more important to reflect on how one wants to be or show up in that particular role. Rev. angel also shared that the call to consciousness is not an isolated event in one’s life; one receives a call to consciousness consistently and daily and therefore one must make a decision to respond to those calls.

Rev. angel talked about how the ancestors of people of color had to answer a call to consciousness in the face of injustice and discrimination. She said, “The Call to Consciousness has been there from the very moment at which someone stepped foot on this land and decided that they were discovering a place that other people had already been. The so-called dream of America was not designed for us in this room and yet you are here because people responded to a call of consciousness even when there were structures and systems that hindered the potential for people to be able to realize that dream.”

At the end of her talk, students participated in an engaging discussion with Rev. angel about how to find hope, motivation and support on a daily basis while being confronted with major life challenges and struggles. Following the lecture, participants had an opportunity to meet Rev. angel and participate in a book signing for two of her books, “Radical Dharma: Talking Race, Love and Liberation” and “Being Black: Zen and the Art of Living with Fearlessness and Grace.”

Mustafa Popal, Professor of History, said, “I think I have a firm understanding of equity and social justice. I have an ever-improving understanding of how to do the work of social justice and equity, but Dr. angel Kyodo Williams provided clarity in how to find psyche-emotional peace with the complexity of the work we engage in. In social justice work there is always the conversation of ‘self-care’ that almost always translates to taking some time for yourself, but Rev. angel described a practice of “being”, which integrated ‘self-care’ into the work.”

Article by Katrina Pantig | Photo by Zaw Min Khant

SKYLINE COLLEGE BOARD REPORT

DECEMBER 12, 2018

CELEBRATING THE CANINNOVATE CONFERENCE



On Friday, October 26, 2018, Skyline College’s Hybrid/Online Community of Practice hosted the Online Education Initiative (ONE) CanInnovate Conference, a series of webinars for community college Canvas users. The online conference was a huge success with hundreds of faculty from the 114 community colleges in the state. Some of the topics presented during the webinars included sessions on building an equity-minded syllabus, adding video to a Canvas course, previewing the new Canvas grade book and incorporating creative learning in online spaces. In addition to the online streaming of the conference, a delicious breakfast and lunch were provided by Noah’s Bagels Catering.

Program Service Coordinator Ame Maloney attended two sessions in the morning and said, “What I enjoyed about this experience was the variety of voices and perspectives from across the campus in one room discussing ways to create engaging classroom spaces online.” After attending the afternoon session, adjunct faculty member, Christopher Collins stated, “This experience was extremely enjoyable! I attended the *Surprise! Good Things Happen When Students Get Creative* session and learned to facilitate an online classroom that incorporates course content with student-led creativity.” The remarks made by Ame and Christopher echo the experiences of the other participants.

Because of the overwhelming success of the conference, the Hybrid/Online Community of Practice plans on hosting the conference again in late October 2019.

Article by Hybrid/Online Community of Practice |
Photo by Dr. Bianca Rowden-Quince

UPCOMING EVENTS

SPRING ENROLLMENT

Now - January 13, 2019

Late Registration: January 14 - 28, 2019

FINALS WEEK

December 11-17, 2018

ACCREDITATION FORUM

February 6, 2019

2:00 p.m. - 3:00 p.m.

Bldg. 4, Rm. 4-180

APPRECIATION RECEPTION

HOSTED BY THE PRESIDENT’S COUNCIL

February 13, 2019

4:30 p.m. - 6:00 p.m.

Building 1, Skyline College Art Gallery

PRESIDENT’S BREAKFAST

March 21, 2019

7:00 a.m. - 8:30 a.m.

Lake Merced Golf Club

Daly City, CA



President's Report to the SMCCCD Board of Trustees

President Michael Claire ~ December 7, 2018

Inside...

| | |
|---|---|
| Community Celebrates Grand Opening of SparkPoint CSM Center | 1 |
| CSM Accounting Students Explore Careers at Google | 3 |
| Dr. Mike Holtzclaw Named Next Vice President of Instruction | 4 |
| Kristi Ridgway New Dean of Language Arts. | 5 |
| Hilary Goodkind Named Dean of PRIE | 6 |
| CSM Celebrates Día de los Muertos | 7 |
| District Employees and Students Get Healthy at Fall Health Fair | 8 |
| Bulldogs Finish Another Strong Season | 9 |

“ Student Voice

***“I didn't think I could afford college, but the people in EOPS and Financial Aid have helped me with resources and taught me how to succeed at CSM.”
- Enya, CSM student***

Community Celebrates Grand Opening of SparkPoint CSM Center



More than 200 campus and community members gathered at CSM on November 14 to formally launch the new SparkPoint Center.

College of San Mateo

President Mike Claire and San Mateo Mayor Rick Bonilla greeted the crowd, followed by comments from CSM Health Services Director Emily Barrick and United Way Bay Area President Anne Wilson. Two students shared their stories about how SparkPoint has helped to support their education, including Jessica Hudson and SMCCCD Student Trustee Gabriela Topete Eng Goon.



Many community and campus organizations participated in the event, including SparkPoint partners United Way Bay Area, Second Harvest, San Mateo Credit Union, Samaritan House, StarVista, HIP Housing, Housing Leadership Council of San Mateo County, and the SparkPoint Centers of Cañada College and Skyline College. Many CSM student services and organizations showcased their programs with tabling



and tours. Festivities included food, live entertainment by Professor Rudy Ramirez's band Zanzibar, prize drawings, and tours. Most important, 30 students and community members signed up for SparkPoint CSM financial coaching.

Since its soft opening in October, SparkPoint CSM has already had a significant impact:

- Established a roster of 48 clients (students and community members) to date, 37 of whom have met with SparkPoint staff for more than two financial coaching sessions
- Provided free groceries to an average of 60 households per week, amounting to 1,500 lbs. per week
- Distributed student snack baskets at 12 campus locations
- Co-organizing discounted student Grab-N-Go meals at the Bulldog Bookstore and Pop-up Pantry Grocery Service at EOPS/CARE ■

CSM Accounting Students Explore Careers at Google

Last week, CSM's Career & Workforce Hub took two groups of students to Google for a campus tour and meet-and-greet with CSM alumna Stephanie Cheung. Stephanie got her start as an accounting student at CSM and transferred to UC Berkeley. Since then, she has worked for Price Waterhouse Coopers, Twitter, Apple and now Google, where she works as a finance manager.



Students had the opportunity to experience a day in the life of a “Googler” as they explored the campus, ate lunch in the famous Google cafeteria, and learned how to prepare to land a career at the company. Stephanie provided an overview of the history of the company, Google teams, the hiring process, and most importantly, what skills and traits recruiters look for in job candidates (something referred to internally as “Googliness.” We’re serious; Google it!).

Students noted the diversity that they saw on Google’s campus. “I’ve heard at least five different languages spoken today,” one said. This sparked discussion amongst the group



about the importance of company culture and of supporting an inclusive, diversified workforce that brings various perspectives to solving problems and working in teams.

Stephanie will be joining CSM as an adjunct professor teaching Managerial Accounting (ACTG 131) this coming spring 2019 semester. “Don’t forget to register early!” she said to the group as they boarded the bus back to CSM.

To learn more, visit the CSM Career & Workforce Hub on [LinkedIn](#). ■

Dr. Mike Holtzclaw Named Next Vice President of Instruction

College of San Mateo is pleased to welcome Dr. Mike Holtzclaw as its next vice president of instruction. Mike currently serves as the senior dean of the San Ramon Campus for Diablo Valley College. He succeeds Dr. Sandra Stefani Comerford, who will retire in January after five years as vice president of instruction. Mike will join CSM in January.



At DVC, Mike functions as the chief administrator for a branch campus of 3,000 students, overseeing

instructional and student services programs, facilities and information technology. He had previously served as dean of science, engineering and mathematics at Ohlone College, where he established relationships with NASA/Ames, Lawrence Livermore and Lawrence Berkeley Labs for student internships and faculty externships. He also led a team of faculty and staff to design and equip Ohlone College’s new Science Center.

Mike began his career in higher education in 1988, serving as assistant dean of admissions at Lewis & Clark College. In 1997, he joined the faculty of Central Oregon Community College where he taught geography, serving as chair of the geography department. There, he became an instructional dean where he provided administrative

oversight for science, business, aviation, culinary, and natural and industrial resources. He was also the administrator responsible for learning communities and the College's study abroad program.

Mike has been an active community member. He served on a K-12 budget committee in Bend, Oregon, held an elected position on the High Desert Educational Service District Board, and was a planning commissioner in Bend for eight years. He has lived in seven countries, studied six languages and has visited more than 55 countries.

Mike was the first person in his family to attend college. He holds a B.A. in international affairs with a minor in Soviet and East European studies from Lewis & Clark College as well as an M.A. and Ph.D. from The Ohio State University. ■

Kristi Ridgway New Dean of Language Arts

Kristi Ridgway has been named dean of language arts for College of San Mateo. A faculty member in English and ESL, Kristi has served as interim dean of language arts since August 2017. A former journalist and editor, she has found a calling at CSM to serve a culturally and linguistically diverse population.



Kristi started teaching in the San Mateo County Community College District as an adjunct faculty member in ESL. She became a full-time ESL faculty member in 2005. Since then, Kristi has taken on a number of faculty leadership roles over the years. She managed the

day to day operations of College for Kids at CSM, wrote CSM's BSI grant request and proposed career pathways for Health and Business. She has expanded professional development funding and coordinated activities and reporting for CSM's SSSP and Equity programs. Kristi also encouraged and recruited faculty to attend the California Acceleration Project workshops, which put CSM's curriculum years ahead of the requirements specified in AB 705.

Kristi was also instrumental in strengthening the partnership with the San Mateo Adult School. She served as part of the team that planned and executed a \$2.2M

ACCEL block grant to work with local adult schools, and she wrote and piloted alternative placement measures for adult school students.

Kristi has an M.S. in teaching ESL from the University of Southern California and a B.A. in journalism and mass communication from Drake University. ■

Hilary Goodkind Named Dean of PRIE

Dr. Hilary Goodkind has been named CSM's dean of planning, research, innovation, and effectiveness (PRIE). She has served as interim dean of PRIE since February 2018. Hilary has worked at a variety of educational institutions as a researcher and a faculty member and has an extensive background in education, research, strategic planning, organizational development, and community involvement.



Hilary spent six years at Lane Community College in Oregon where she conducted organizational assessments and cultivated business and community relationships. She was part of a research team charged with refining the admissions system for the Oregon university system, and taught at the Graduate School of Education at Oregon State. After moving back to California, Hilary provided research, strategic planning, and other consulting services to many educational institutions including Stanford University, Diablo Valley College, the Foothill-DeAnza Community College District, the San Mateo County Community College District, and the University of Oregon. She also served as an elected trustee for the Happy Valley School District for six years.

Hilary has worked with more than 100 businesses, non-profits, and government agencies including Goodwill Industries, NASA-Ames Research Center, Santa Barbara Workforce Investment Board, San Mateo County Workforce Investment Board, Hospital Council of Northern and Central California, Hewlett Packard, National Semiconductor, Oregon Medical Labs, Sony, Extreme Networks and others. She served as the west coast director for the Center for Quality of Management, a consortium of 124 multi-national corporations, and currently serves on the board of NOVA, a nationally recognized workforce investment board.

Hilary has a bachelor's degree in psychology from U.C. Santa Cruz; a master's in educational policy and management from the University of Oregon; and a doctorate in education, leadership, technology, and administration from the University of Oregon. ■

CSM Celebrates Día de los Muertos

CSM students and the San Mateo community celebrated Día de los Muertos on November 1 in the College Center plaza. Full of bright costumes, energetic dancing, arts activities, music and food, the festival continued a long tradition at CSM.



A number of community groups participated, including Calpulli Tonalehqueh Azteca Dance Group, La Raza 93.3 Radio, and Bay Area Lowriders & Classic Cars. Students organized a kids zone and craft stations, served traditional foods, and the CSM cosmetology department offered face painting.

The plaza was filled with altars/ofrendas by Mana & Vakatasi, Veterans Resources, Communication Studies, Multicultural & Dream Center, Anthropology, Project Change, Puente Project & Puente Latinx Club, the CSM Library, EOPS, Sista2Sista, Umoja & Umoja Club, Year One Promise, METaS and MESA. It was organized by the Puente Latinx Club, Puente Project, CSM Library & Makerspace and ASCSM. ■

District Employees and Students Get Healthy at Fall Health Fair

The 21st Annual Fall Health Fair at College of San Mateo took place this year on Halloween, resulting in a colorful event. Students, faculty, staff and community members were able to take advantage of free health services such as free flu shots, blood pressure checks, and gain information on a variety of programs on campus and in the community.



Healthcare professionals and agencies from the community offered a wide variety of health assessment services and health education information, including the San Mateo Public Health Department (Communicable Diseases, TB Clinic, STD Clinic), San Mateo County Dental Society, Massage, Reiki, Chiropractor, American Red Cross and others. ■



Bulldogs Finish Another Strong Season

In only its third season, the **CSM Women's Volleyball** team posted a 20-9 overall record and qualified for the CCCAA post-season. They ended the season ranked #22 in the state. Hannah Gamez, Lille Tuivailala and Honoria Aguilar were named First Team All-Conference.



Bulldog Football finished with an 8-3 overall record and a 5-0 record in the Bay Six — arguably the toughest league in the state. This is the third consecutive year the team has posted a perfect record in league and was a three-peat league champion.



Coach Tim Tulloch, in his first year at the helm, received Coach of the Year honors in the Bay Six. CSM's Barry Palu was named Bay Six Defensive MVP. Nine other Bulldogs won all-conference honors: Michael Fifita (offensive line), Kepu Fonua (offensive line), George Quobti (offensive line), Cesar Silva (kicker), Jalen Lampley (returner), Nate Talakai (defensive line), Heikoti Vaisima (defensive line), Andre Neal (defensive back), and Trey Smith (defensive back). ■



Cañada College

Report to the SMCCCD Board of Trustees

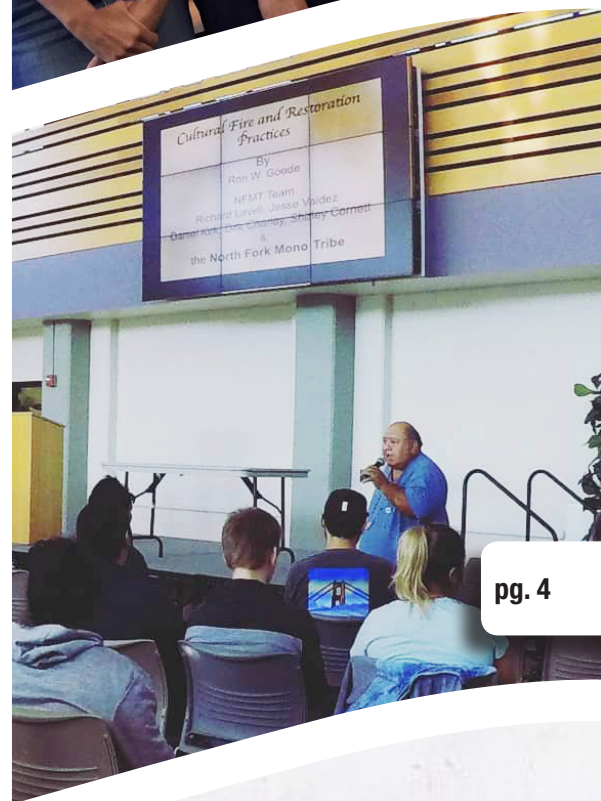
December 12, 2018

in this **issue:**

- Middle College Celebrates its 20th Year **pg. 2**
- Career Center Hosts Fall Internship Fair **pg. 3**
- Former DreamWorks Executive Visits Cañada **pg. 3, 4**
- Social Sciences Department Host Discipline Days **pg. 4, 5**
- Student Success Story: Julie Burns **pg. 5, 6**
- Campus Announcement: Annual Toy & Jacket Drive **pg. 6**



pg. 2



pg. 4



pg. 5

Middle College Celebrates its 20th Year



The Cañada Middle College Program is celebrating their 20th Anniversary this year of providing high school Juniors and Seniors with the opportunity to earn their Associate's Degree and High School Diploma at the same time. On top of this, all of their tuition and textbooks are covered by the State. The Middle College program kicked off its first year in 1998 with two teachers and 35 students. With more than 840 students served, the program has now increased to 110 students (55 Juniors and 55 Seniors) enrolled per year and has consistently served as a great foundation for getting ahead in the college process.



Gabe Marx, Class of Middle College 2010, is currently at the Albert Einstein College of Medicine after earning a degree in Neuroscience at Oberlin College. Upon reflecting on his time with the Cañada Middle College program, he shared, "Before Middle College, I had no interest in school. I was completely uninspired by traditional high school education and just thought I was 'bad' at it. Middle College sparked my interest in academics and also turned me on to Science. Now I'm in medical school!"



The growing responsibility and independence is a primary motivator for Middle College students to succeed. They are provided a space where they can focus more on academics yet still be within a community of their own. Middle College Instructor Jen Petroelje explained that this program targets the "middle chunk of the student body" in high schools. "The kids joining Middle College are the ones that have been unable to find their own crowd in traditional high schools. They come in with a sense of motivation and ability to work...Middle College takes these students out of the distracting high-school environment, Jen shared.



Rachel Spivak from the Middle College Class of 2016 described how "everyone was so supportive and encouraging of one another, giving us the chance to form strong relationships with our classmates and the teachers." Rachel is currently studying Kinesiology at California State University, Long Beach and will be graduating this December.

For the past 20 years, the Cañada Middle College Faculty has had a great amount of appreciation for the College and District's support in benefitting the lives of countless students and their aspirations of attaining a college education.



Career Center Hosts Fall Internship Fair



The Career Center hosted its Fall Internship Fair on November 15 with more than 30 employers present, allowing students to network with companies ranging from the retail to medical field. Employers included: 24 Hour Fitness, Noah's NY Bagels, Nordstrom, Ronald McDonald House Charities and more.



The SMCCCD Global Internship Program also presented study abroad opportunities available. Through this program, students are able to gain professional experience in their field of interest while also learning how to navigate foreign cultures. The international experience would take place in Summer 2019 and programs include: Hong Kong, Cape Town, Dublin, Prague, Berlin, Madrid, Paris and New York.

No matter what a student's interest was, employers were standing by and happy to offer more information on their programs. Cañada College was thankful for having these employers connect with students



Former DreamWorks Executive Visits Cañada



Digital Art & Animation students in the 3D Character Animation class received professional-level feedback on their work when Rex Grignon, former head of character animation for DreamWorks came by class on November 13. Rex reviewed their work in progress, giving them his insights into how to improve their shots and tips for adding additional polish to take their work to the next level. He also contributed workflow advice to that evening's lecture, providing his thoughts on how to craft a compelling character acting performance.

Former DreamWorks Executive Visits Cañada (cont.)

This is the second time Rex has come to campus to provide Digital Art & Animation students insight into what it takes to be a professional animation artist. He is currently the CEO of Nimble Collective, a start-up developing a cloud-based animation production pipeline for studios and educational institutions.

Social Sciences Department Host Discipline Days



The Social Sciences Department hosted Discipline Days, which included several events for students to participate in conversations with individual Social Sciences faculty. There, students learned more about the various Social Sciences majors and educational paths, transfer requirements and career opportunities related to each of the majors represented (Anthropology, Communication Studies, History, Philosophy, Political Science, Psychology and Sociology).



Professors David Eck and Ami Smith teamed up in the Social Sciences Hub to discuss Philosophy and Psychology. Many students, some majoring in these fields and others just curious, showed their support by attending and participating in a casual conversation. There, students shared their interests in topics such as Religion, Abnormal Psychology and even how current events relate to both subjects. Professors Eck and Smith made it well-known that the Social Science Hub is a safe space to ask questions and find people with similar interests.

The professors described that both fields offer the ability to learn skills for inside and outside the classroom. Philosophy, for example, is the general purpose of study and critical thinking. It introduces the concepts of understanding arguments on a deeper level and in multiple perspectives as well as learning "how to learn." Professor Eck stated, "By understanding old ways of thinking, you can better understand how your neighbors live." In the same way, Professor Smith shared how Psychology and its variety of classes can contribute to, and maybe even benefit, one's life. Psychology in itself helps practice the ability to learn content and apply it in various aspects. Not only do students in Psychology learn about the content but also learn about themselves and their communities. Being aware of psychological concepts can even help individuals with diagnoses. All of Professor Smith's courses build on themselves, ensuring mastery in all areas.

For the History Department, Professor Field had the chance to talk about AA& AA-T degrees/transfer opportunities as well as alumni achievements. For the past two years, Cañada transfer students were awarded prizes for historical research from San Francisco State University.

Two joint Social Sciences and Equity Lecture Series talks were also hosted during Social Sciences Discipline Days. The first was Cultural Fires & Meadow Restoration with Traditional Ecological Knowledge expert Ron Goode. Ron spoke about North Fork Mono cultural history, his recent experiences with burning and the wisdom of applying traditional culture and ecological approaches to environmental issues.

Social Sciences Department Host Discipline Days (cont.)

Also, a Tea Time with Dr. Juana Maria Rodriguez provided students the opportunity to engage in an informal conversation Dr. Rodriguez, a community college transfer student who is now professor of Ethnic Studies, Gender and Women's Studies and Performance Studies at UC Berkeley. Dr. Rodriguez also gave a lecture, "Activating Life, Re-imagining Identity: Queer Latinx Activism in 1990s San Francisco."

With an abundance of students coming in and out the information sessions, it was clear that the Social Sciences are fascinating and important part to the Cañada community.

Student Success Story: Julie Burns



Julie Burns graduated from the Medical Assisting Program at Cañada College in December of 2015. After earning her Associates Degree, Julie was accepted into San Francisco State University where she majored in Recreation. Focusing primarily in Recreational Therapy, Julie dedicated much of her time to volunteering at therapeutic recreation facilities such as BOK Ranch in Woodside. She was also an intern for the Coastside Adult Day Health Center in Half Moon Bay where she designed and implemented the Music and Memory Program. Julie currently works for Stanford Children's Health as a Training Coordinator in the Information Services Department.

What initially made you decide to take Medical Assisting classes at Cañada College?

I always knew that I wanted to work in the medical field, and wanted to start with Medical Assisting, which I knew would give me great in to patient care.

Did you explore other Medical Assisting Programs in the area before taking classes at Cañada College?

Yes, but I chose the program at Cañada College because it was small, and I knew I would get a more personalized education there. I also love the campus!

What did you enjoy the most about the Medical Assisting Program at Cañada College?

I enjoyed how small it was. It allowed for me to establish personal connections with my peers and instructors, and also made for a better learning environment.

How do you feel your courses in the Medical Assisting program prepared you for your career?

My courses at Cañada College prepared me tremendously. We were given real life scenarios and our courses were very hands-on, which gave me a better understanding of the material that was being taught.

What advice would you give to students currently in the Medical Assisting program at Cañada College?

I would tell them to enjoy their courses to the fullest, to ask as many questions as they can, and to develop relationships with instructors as they make wonderful resources once you graduate. Also, volunteer when you can to gain more experience. I will only prepare you more!

Student Success Story: Julie Burns (cont.)

What do you love the most about working in the healthcare industry?

I love making a positive difference in someone's life! I also crave knowledge and love to learn. Although I am not working in patient care, I am still working in the healthcare industry and am learning how challenging, yet invigorating it can be to work behind the scenes.

Campus Announcement



Jacket and Toy Drive for the Children of Redwood City

Cañada College has organized a Jacket & Toy Drive to assist hundreds of children in the community of Redwood City.

Families need your support

Please help by donating new, unused, unwrapped toys or jackets by
Thursday, December 13, 2018

Donation Bins

- Building 8 (1st Floor)
- Office of Student Life & Leadership Development (Bldg. 5, Room 354)
- Cañada College Library (Bldg. 9, 3rd Floor)
- Learning Center (Bldg. 9, 2nd Floor)
- Welcome Center (Bldg. 9, 1st Floor)

Questions

Contact Mayra Arellano
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canadacollege.edu

Cañada College

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HONOR SOCIETY

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REDWOOD CITY

BOARD REPORT NO. 18-12-1A

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: David Feune, Director, Human Resources, 358-6775

APPROVAL OF PERSONNEL ITEMS

New employment; changes in assignment, compensation, and placement; leaves of absence; changes in staff allocation and classification of academic and classified personnel; retirements, phase-in retirements, and resignations; equivalence of minimum qualifications for academic positions; and short-term temporary classified positions.

A. ADMINISTRATIVE APPOINTMENT, REAPPOINTMENT, ASSIGNMENT AND REASSIGNMENT
(NP = New position, * = New Employee)

Cañada College

Graciano Mendoza* Vice President of Administrative Services Administrative Services

New administrative employment, effective January 11, 2019, replacing Michelle Marquez who was transferred.

College of San Mateo

Michael Holtzclaw* Vice President of Instruction Office of VPI

New administrative employment, effective January 2, 2019, replacing Sandra Comerford who will be retiring.

Skyline College

Danni Redding Lapuz Dean of Social Science & Creative Arts Social Sciences/ Creative Arts

Reassignment from the position of College International Student Program Manager at College of San Mateo (Grade 189E of the Academic-Classified Exempt Supervisory Salary Schedule (35)) into this administrative assignment at Grade AB of the Management Salary Schedule (20), effective December 3, 2018, replacing Donna Bestock who retired.

Russell Waldon Dean of Global Learning Programs & Services Global Learning Programs & Services

New administrative employment, effective January 8, 2019, replacing Tammy Robinson who was reassigned.

B. PUBLIC EMPLOYMENT**1. New Hires (NP = New Position, * = New Employee)****College of San Mateo**

Joshna Pratap* Admissions & Records Assistant III Admissions & Records

New full-time, 12-month classified employment, effective November 13, 2018, replacing Jeremy Mileo who resigned.

Yen Tran* Laboratory Technician Math/Science

New full-time, 12-month classified employment, effective November 5, 2018, replacing John Dao who reassigned through the hiring process.

2. Re-Employment

None

C. REASSIGNMENT THROUGH THE HIRING PROCESS

None

D. TRANSFER/ADMINISTRATIVE REASSIGNMENT

None

E. CHANGES IN STAFF ALLOCATION**District Office**

1. Recommend a change in salary level for the Foundation Business Manager position classification from 180E of the Academic-Classified Exempt Supervisory Salary Schedule (35) to Grade 190E of the same salary schedule in the San Mateo County Community College Foundation, effective December 1, 2018. Accordingly, recommend an increase in placement for the incumbent, Anthony Djedi, effective December 1, 2018. The San Mateo County Community College Foundation Board approved the change in salary level on November 13, 2018.
2. Recommend a change in salary level and title for the Alumni Relations Manager position classification (Grade 191S of the Classified Professional/ Supervisory Salary Schedule 40) to Alumni Relations & Development Manager at Grade 180E of the Academic-Classified Exempt Supervisory Salary Schedule (35) in the San Mateo County Community College Foundation, effective December 1, 2018. This position is currently vacant. The San Mateo County Community College Foundation Board approved the change in salary level and title on November 13, 2018.
3. Recommend a change in salary level for the Donor Relations Manager position classification from 191S of the Classified Professional/ Supervisory Salary Schedule (40) to Grade 180E of the Academic-Classified Exempt Supervisory Salary Schedule (35) in the San Mateo County Community College Foundation, effective December 1, 2018. This position is currently vacant. The San Mateo County Community College Foundation Board approved the change in salary level on November 13, 2018.

4. Recommend a change in salary level for the Foundation Marketing & Communications Manager position classification from 192S of the Classified Professional/ Supervisory Salary Schedule (40) to Grade 185E of the Academic-Classified Exempt Supervisory Salary Schedule (35) in the San Mateo County Community College Foundation, effective December 1, 2018. Accordingly, recommend an increase in placement for the incumbent, Dafna Kapshud, effective December 1, 2018. The San Mateo County Community College Foundation Board approved the change in grade on November 13, 2018.

Skyline College

1. Recommend creation of a new classification titled, “Retention Specialist (Funded by the HSI Grant)” at Grade 24 of the Classified Salary Schedule (60), effective December 13, 2018. In addition, recommend a change in staff allocation to add a full-time, 12-month Retention Specialist (Funded by the HSI Grant) position in the Science, Math, and Technology Division, effective December 13, 2018. This position is a temporary, grant-funded position, effective December 13, 2018 through the expiration of the funding. This position will support the new STEM Center.
2. Recommend creation of a new classification titled, “Instructional Aide II (Funded by the HSI Grant)” at Grade 22 of the Classified Salary Schedule (60), effective December 13, 2018. In addition, recommend a change in staff allocation to add a full-time, 12-month Instructional Aide II (Funded by the HSI Grant) position in the Science, Math, and Technology Division, effective December 13, 2018. This position is a temporary, grant-funded position, effective December 13, 2018 through the expiration of the funding. This position will support the new STEM Center.
3. Recommend creation of a new classification titled, “Director of Student Support” at Grade 192E of the Academic-Classified Exempt Supervisory Salary Schedule (35), effective December 1, 2018. In addition, recommend a change in staff allocation to delete one Student Crisis Support Manager position (2C0282) at Grade 189E of the Academic-Classified Exempt Supervisory Salary Schedule (35) and add one full-time, 12-month Director of Student Support position in Enrollment Services, effective December 1, 2018. Accordingly, recommend the reclassification of Michelle Batista to the Director of Student Support, effective December 1, 2018.
4. Recommend creation of a new classification titled, “Dean of Strategic Partnerships and Workforce Development” at Grade AD of the Management Salary Schedule (20), effective December 13, 2018. In addition, recommend a change in staff allocation to add a full-time, 12-month Dean of Strategic Partnerships and Workforce Development position, effective December 13, 2018.

F. PHASE-IN RETIREMENT

None

G. LEAVE OF ABSENCE

None

H. PUBLIC EMPLOYEE RETIREMENT AND RESIGNATION

1. Retirement

None

2. Resignation

Cañada College

Lisa Webb Interim Director, Workforce Development Business, Design & Workforce

Resignation effective December 3, 2018.

District Office

Michele Webster Administrative Assistant (Measure H) Facilities

Resignation effective November 19, 2018.

Jose Soriano Public Safety Officer Public Safety

Resignation effective December 19, 2018.

Skyline College

Ilkka Koskelo Professor, Physics Science, Math, Technology

Resignation effective December 17, 2018.

I. ESTABLISHMENT OF EQUIVALENCY TO MINIMUM QUALIFICATIONS

None

J. PROFESSIONAL EXPERT/CONTRACT POSITIONS

None

K. SHORT-TERM, NON-CONTINUING POSITIONS

The following is a list of requested classified short-term, non-continuing services that require Board approval prior to the employment of temporary individuals to perform these services, pursuant to Assembly Bill 500 and its revisions to Education Code 88003:

| <i>Location</i> | <i>Division / Department</i> | <i>No. of Pos.</i> | <i>Start and End Date</i> | | <i>Services to be performed</i> |
|-----------------|-----------------------------------|--------------------|---------------------------|------------|---|
| Cañada College | Student Services/ Upward Bound | 2 | 01/14/2019 | 05/31/2019 | Instructional Aide II: <i>Previously requested position</i> Provide SAT/ACT, math and science tutoring to TRIO Upward Bound high school students (low-income, first-generation, and at-risk youth). Duties include: assisting program staff in the delivery of services and student success workshops, monitoring grades, student supervision, and record keeping. Work is performed at Sequoia High School and at Cañada College, which includes weekend and evening hours. |

| | | | | | |
|----------------|--|---|------------|------------|--|
| Cañada College | VPSS / SparkPoint | 1 | 01/02/2019 | 06/30/2019 | Office Assistant II: <i>Previously requested position</i> Provide support for SparkPoint at Cañada College. Duties include SparkPoint support, food pantry efforts, student assistant training and data entry. Funded by the Hunger Free Allocation (CCCCO) grant. |
| Cañada College | Academic Support and Learning Technologies | 1 | 01/02/2019 | 06/30/2019 | Staff Assistant: <i>Previously requested position</i> The Dream Center staff assistant at Cañada College will initiate, plan, implement, and coordinate Dream Center events and activities. |
| Cañada College | Academic Support and Learning Technologies | 1 | 01/02/2019 | 06/30/2019 | Instructional Aide II: <i>Previously requested position</i> This is paraprofessional work involved with assisting faculty in the delivery of classroom instruction and/or laboratory teaching and tutoring by appointment for College for Working Adults students who are restricted in the time they are on campus due to distance and employment. Under direction, the employee performs a variety of preparatory work and planning, and at the direction of faculty prepares materials for use in the classroom and/or laboratory. |
| Cañada College | Academic Support and Learning Technologies | 1 | 01/02/2019 | 06/30/2019 | Retention Specialist: <i>Previously requested position</i> Retention Specialist for College for Working Adults to support student success in their Thursday evening and Saturday classes, intrusive support when student has class problems, i.e. Early Alert notification. |
| Cañada College | VPSS / SparkPoint | 1 | 01/02/2019 | 06/30/2019 | SparkPoint Coordinator: <i>Previously requested position</i> Support ESO: SparkPoint activities financial literacy efforts. Duties will include financial coaching, data entry and program coordination. Position is needed for 37.50 hours per week. |

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|----------------------|----------------------------|---|------------|------------|--|
| Cañada College | Student Services | 1 | 01/02/2019 | 06/30/2019 | Program Services Coordinator: <i>Previously requested position</i> This Program Services Coordinator position is needed to help our veterans in the VROC Center. This position will work helping our veterans navigate the college, being there to help answer questions, ordering food for the Eat & Greet every Tuesday and keeping the center staffed and functioning. |
| Cañada College | Admin Services | 1 | 01/02/2019 | 06/30/2019 | Accounting Technician: <i>Previously requested position</i> To assist with coverage in the cashiers office during registration and peak periods and for special projects in the cashiers office. Position will not exceed 30 days per semester/60 days annual. |
| College of San Mateo | KCSM | 5 | 01/02/2019 | 06/30/2019 | FM Announcers: <i>Previously requested position</i> Positions will assist with selecting music; creating lists of music scheduled to play; hosting radio programs; producing promotional announcements; and operating specialized station equipment. |
| College of San Mateo | Math / Science - MESA | 1 | 01/02/2019 | 06/30/2019 | Program Services Coordinator: <i>Previously requested position</i> Position needed to assist with recruitment and identification of new and continuing students who qualify for the MESA program. Plan and coordinate events as needed for the MESA program. Provide information to MESA qualified students about the opportunities and rewards of being a MESA student. Support student academic success in math and science classes by checking and tracking participation in MESA activities and services (e.g. attend AEW and tutoring, field trips, conferences, counselor appointments, etc.) |
| College of San Mateo | Counseling EOPS & CalWORKS | 1 | 01/02/2019 | 06/30/2019 | Office Assistant II: <i>Previously requested position</i> The employee will assist EOPS and CalWORKS program staff with responding to student and visitor inquiries regarding program eligibility |

| | | | | | |
|----------------------|---|---|------------|------------|--|
| | | | | | and support services; assist with initial program eligibility; complete computer-related assignments such as database and spreadsheet management for intake and student compliance with appointments and progress report(s); set-up and maintain current and archived student files; prepare report narratives and summaries of student surveys and reports; and sort and distribute program mail. |
| College of San Mateo | Business / Technology (Electronics) | 1 | 01/14/2019 | 05/31/2019 | Instructional Aide II: <i>Previously requested position</i> Tutoring for Electronics students. |
| College of San Mateo | Student Services / Child Development Center | 1 | 01/02/2019 | 06/30/2019 | Child Development Center Aide I: <i>Previously requested position</i> Regulating agencies mandate that CSM Child Development Center maintain required adult/child ratios when serving children 2 1/2 to 5 years old. In order to operate in accordance with regulating agencies, 2 Classified Short Term Hourly Child Development Center Aide I positions are needed. Child Development Aide I staff assists in the supervision of children and in the planning and implementation of curriculum. |
| District Office | Facilities, Planning & Operations | 2 | 01/02/2019 | 06/30/2019 | Custodian: <i>Previously requested position</i> Temporary positions as needed to provide intermittent services to supplement current staff for a variety of projects and temporary services during the fiscal year. |
| District Office | Facilities, Planning & Operations | 2 | 01/02/2019 | 06/30/2019 | Groundskeeper: <i>Previously requested position</i> Temporary positions as needed to provide intermittent services to supplement current staff for a variety of projects and temporary services during the fiscal year. |
| District Office | Facilities, Planning & Operations | 2 | 01/02/2019 | 06/30/2019 | Engineer: <i>Previously requested position</i> Temporary positions as needed to provide intermittent services to supplement current staff for a variety of projects and temporary services during the fiscal year. |

| | | | | | |
|-----------------|--|---|------------|------------|--|
| District Office | Chancellor's Office / Auxiliary Services | 1 | 01/02/2019 | 03/31/2019 | Bookstore Operations Assistant: This position will back fill for Bookstore Operations Assistant, Claudia Rosales, who is in a detail assignment at Cañada College Bookstore. |
| District Office | Facilities | 1 | 01/02/2019 | 06/30/2019 | Project Coordinator II: <i>Previously requested position</i> There is currently a variety of short term projects that need the assistance of a temporary Project Coordinator to handle. Requesting a .40 FTE. |
| Skyline College | Academic Support / Learning Technologies | 5 | 01/02/2019 | 06/30/2019 | Instructional Aide II: <i>Previously requested position</i> Five short-term, temporary Instructional Aide II positions. Each serves as expert tutors in their designated areas, covering hours throughout the day to insure that the learning center has full tutoring staff for student support. Assist with day to day oversight of the four tutoring labs, including training and upkeep of lab space. |
| Skyline College | Trio Program / SESP | 3 | 01/02/2019 | 06/30/2019 | Instructional Aide II: <i>Previously requested position</i> Provide individualized and small group tutorial services to students in specific areas (i.e., Math, English, ESOL, Chemistry, Biology, Accounting and Social Science). |
| Skyline College | Science / Math/ Technology Respiratory Care | 1 | 01/02/2019 | 06/30/2019 | Instructional Aide II: <i>Previously requested position</i> Provide tutoring support for students in Bachelor of Science in Respiratory Care program. |

BOARD REPORT NO. 18-12-2A

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: Mitchell Bailey, Chief of Staff, 574-6510

**RECEIPT OF DISTRICT'S INITIAL CONTRACT PROPOSAL TO SAN MATEO
COMMUNITY COLLEGE FEDERATION OF TEACHERS, LOCAL 1493, AFT, AFL-CIO AND
SETTING OF PUBLIC HEARING**

The current collective bargaining agreement between the District and the San Mateo Community College Federation of Teachers, Local 1493, AFT AFL-CIO (AFT), expires on June 30, 2019. The parties wish to negotiate a successor agreement.

Government Code Section 3547 (from the "Educational Employment Relations Act") provides that:

(a) All initial proposals of exclusive representatives and of public school employers, which relate to matters within the scope of representation, shall be presented at a public meeting of the public school employer and thereafter shall be public records.

(b) Meeting and negotiating shall not take place on any proposal until a reasonable time has elapsed after the submission of the proposal to enable the public to become informed and the public has the opportunity to express itself regarding the proposal at a meeting of the public school employer.

(c) After the public has had the opportunity to express itself, the public school employer shall, at a meeting which is open to the public, adopt its initial proposal.

As required by the Educational Employment Relations Act, staff is submitting the accompanying District proposal to the Board prior to holding a public hearing on the proposal.

RECOMMENDATION

It is recommended that the Board receive the initial proposal from the District to the San Mateo Community College Federation of Teachers, Local 1493, AFT AFL-CIO and set a public hearing on the proposal at the next regularly scheduled Board meeting.



**San Mateo County Community College District
Initial Proposal for the Successor Agreement with the
San Mateo Community College Federation of Teachers, Local 1493,
AFT AFL-CIO**

December 12, 2018

GENERAL FRAMEWORK

The District recognizes that the San Mateo Community College Federation of Teachers, Local 1493, AFT AFL-CIO contract expires on June 30, 2019, and is prepared to negotiate any and all provisions of the contract for inclusion in a successor agreement.

The concepts upon which the District wishes to negotiate any items in the contract are reinforced by the following concepts and values:

- Alignment with the District's commitment to 'Students First' as manifested in the District's Strategic Plan
- Commitment to an equity-minded environment and culture that embraces and promotes diversity and inclusion, supports students and employees in achieving their potential, and embodies the fulfillment of a social justice mission
- Fiscally responsible, prudent and economically sustainable

ECONOMIC MATTERS

The District has no proposals at this time regarding any economic items in the current contract which will expire on June 30, 2019. However, the District will negotiate in good faith in response to any economic items presented in a fair and equitable manner and within the financial constraints of available District resources.

NON-ECONOMIC MATTERS

The District has no proposals at this time regarding any non-economic items in the current contract which will expire on June 30, 2019. However, the District will negotiate in good faith in response to any non-economic items presented in a fair and equitable manner.

GENERAL CLEANUP OF CONTRACT LANGUAGE

The District wishes to negotiate on the clarification and updating of other general contract language as appropriate.

RESERVATIONS

The District reserves the right to add to or modify its proposals during the negotiation process consistent with the procedure set forth in Government Code section 3547(d).

BOARD REPORT NO. 18-12-3A

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: Mitchell Bailey, Chief of Staff, 574-6510

**RECEIPT OF SAN MATEO COMMUNITY COLLEGE FEDERATION OF TEACHERS,
LOCAL 1493, AFT, AFL-CIO INITIAL CONTRACT PROPOSAL TO THE SAN MATEO
COUNTY COMMUNITY COLLEGE DISTRICT AND SETTING OF PUBLIC HEARING**

The current collective bargaining agreement between the District and the San Mateo Community College Federation of Teachers, Local 1493, AFT AFL-CIO (AFT), expires on June 30, 2019. The parties wish to negotiate a successor agreement.

Government Code Section 3547 (from the “Educational Employment Relations Act”) provides that:

(a) All initial proposals of exclusive representatives and of public school employers, which relate to matters within the scope of representation, shall be presented at a public meeting of the public school employer and thereafter shall be public records.

(b) Meeting and negotiating shall not take place on any proposal until a reasonable time has elapsed after the submission of the proposal to enable the public to become informed and the public has the opportunity to express itself regarding the proposal at a meeting of the public school employer.

(c) After the public has had the opportunity to express itself, the public school employer shall, at a meeting which is open to the public, adopt its initial proposal.

AFT has submitted an initial proposal to the District, which staff transmits with this report to the Board. This is done prior to holding a public hearing on the proposal as required by the Educational Employment Relations Act.

RECOMMENDATION

It is recommended that the Board receive the initial proposal from the San Mateo Community College Federation of Teachers, Local 1493, AFT AFL-CIO and set a public hearing on the proposal at the next regularly scheduled Board meeting.



November 19, 2018

To: Mitchell Bailey, Chief of Staff
Chancellor's Office
San Mateo County Community College District

From: Joaquín J. Rivera, Chief Negotiator
San Mateo Community College Federation of Teachers, AFT Local 1493,
AFL-CIO

Re: Contract Proposals for the 2019-2022 Contract of Academic Employees in the
San Mateo County Community College District

Please transmit these contract proposals to the Board of Trustees in order to initiate negotiations for a new contract.

AFT Proposals 2019-22 Contract

New language in bold (except Article and section Titles and section numbers)

~~Deleted language in strikethrough~~

ARTICLE 1: RECOGNITION

1.7 COMMUNICATION WITH MEMBERS: The district will not communicate with unit members regarding negotiations.

ARTICLE 2: ORGANIZATIONAL RIGHTS

2.4 LIST OF UNIT EMPLOYEES AND JOB INFORMATION: The Union shall have the right to be provided with a listing of all bargaining unit employees, their date of employment, and their primary job site within a reasonable time following request by the Union. **The District will provide to the Union the name, job title, department, work location, work, home, personal cellular telephone number, personal email address, and home address of any new employee within 30 days of hire or by the first pay period of the month following hire. The District will provide to the Union this information every 120 days for all employees. Thereafter, the Union will be provided with a current listing of additions and deletions to the bargaining unit within a reasonable time after request.**

2.6 REASSIGNED TIME FOR UNION BUSINESS: The Union will receive the equivalent of ~~24~~ **12 FLCs per semester of reassigned time for organizational activities. In addition, the District shall provide the equivalent of ~~24~~ **12** FLCs per semester for the purpose of negotiations and the processing of grievances. The Union will notify the District as early as possible of the name(s) of the person(s) who will be credited with this reassigned time so that necessary modifications of schedules may be made. In addition, the Union can buy up to an additional nine (9) FLCs per semester.**

2.7 AGENCY SHOP Language needs to be updated post-Janus

2.8 EMPLOYEE ORIENTATION: The District will provide the Union 10 days advance notice of any new employee orientation. The Union will participate in these new employee orientations.

ARTICLE 6: WORKLOAD

Define the role of faculty coordinators

ARTICLE 7: HOURS OF EMPLOYMENT

7.2 DEFINITION OF ACADEMIC YEAR: The academic year consists of two (2) separate instructional semesters, each of which begin on the first day of instruction **or flex day and end on the last day of final examinations.**

7.5 Workweek for Full-time Instructional Faculty: Full-time instructional faculty shall be present on campus in scheduled classes, offices or performing other assigned professional duties ~~for a minimum of twenty-five (25) hours per week, prorated for regular and contract faculty with less than a full-time assignment.~~ A faculty member may be assigned to less than a five-day per week schedule.

7.11.2 Renumber as 7.11.2.1

Add 7.11.2.2 In addition to the flex pay outlined in 7.11.2.1, part-time faculty who attend flex activities on the designated college flex days will be paid for their attendance according to the special rate schedule.

ARTICLE 8: PAY AND ALLOWANCES

8.5.1 From Step 1 through Step 8, employees will advance at the rate of one step per year. Two years of service at Step 9 are required for advancement to Step 11. Three years of service at Step 11 are required for advancement to Step 14. Four years of service at Step 14 are required for advancement to Step 18. Five years of service at Step 18 are required for advancement to Step 23. **Two years of service at Step 23 are required for advancement to Step 25.**

8.8 PART-TIME SALARY SCHEDULE: The part-time employees' salary schedule is listed in Appendix B. It applies to academic employees with assignments of sixty percent (67%) or less of full time for the college year. It also serves as the basis of compensation for summer session assignments ~~and of additional compensation for full-time academic employees assigned beyond their regular full-time assignments.~~ **Compensation for full time academic employees assigned beyond their regular full time assignments will be according to the Regular Faculty Overload Salary Schedule.** Summer Session compensation will be based on the part-time employee **and regular faculty overload** salary schedules in effect during the previous Spring semester.

8.14 LARGE CLASS PAY: A large class for the purpose of additional compensation under the terms of this Article is defined as having ~~40~~ **70** or more students enrolled at census.

Deans will engage in a collaborative process with department faculty to determine which courses can be appropriately designated as "large classes". Eligible courses are those that meet general education, UC, and CSU requirements, those that meet graduation requirements, major requirements, and vocational courses required for a certificate, degree, or transfer. (Ineligible courses are television courses, open skills labs, Cooperative Education, all matriculation activities, team sports, team taught courses, independent study, and all courses numbered in the 600's and 700's.

Assignment to teach a large class is voluntary.

~~Additional compensation is at the special rate of pay and does not affect the FLC for the course. The compensation is consideration for the extra time needed for required paperwork.~~

~~Additional weekly compensation for large classes:~~

~~70-94 students 3 hours~~

~~95-119 students 4 hours~~

~~120-144 students 5 hours~~

~~145-169 students 6 hours~~

~~AFT and the District agree to the above for a trial period of four (4) semesters beginning with the Fall 2005 semester. This agreement may be extended by mutual consent.~~

~~This shall remain in effect until June 30, 2015.~~

Teaching large classes result in additional preparation time and/or time grading, time, spent with individual students, etc. Faculty with such assignments shall be granted additional credit for such classes. Credit for oversize classes will be granted on the basis of actual enrollment on the first census for the class. Credit for oversize classes will be assigned using the following formula:

| Number of Students | Lecture Hour Equivalents |
|---------------------------|-------------------------------------|
| 40 or less | 1.0 |
| 41- 55 | 1.2 |
| 56- 70 | 1.4 |
| 71- 85 | 1.6 |
| 86- 100 | 1.8 |
| 101- 115 | 2.0 |
| 116- 130 | 2.2 |
| 131- 145 | 2.4 |
| 146- 160 | 2.6 |

Hourly salaries of adjunct part-time teaching oversized classes will be multiplied by the appropriate Lecture Hour Equivalent as listed above.

This section also applies to online courses.

Compensate faculty for TBA Hours at the appropriate hourly rate.

Compensate part-time faculty for attending division meetings, attending committee meetings, and doing other professional responsibilities outside of teaching (e.g. program review, annual plans, SLO, etc.)

Define what constitutes lecture, lab and special rate.

District will reimburse faculty for tuition for courses taken.

COMPENSATION

Goals:

1. Formula for raises based on Property Taxes increase
2. Increase in Medical Cap
3. Improve program for Part-time medical benefits
4. Define Parity for part-timers
5. Create a salary schedule for part-time faculty that mirrors the salary schedule for regular faculty (steps and columns) bases on parity definition

ARTICLE 9: HEALTH AND WELFARE BENEFITS

Add language regarding medical coverage and benefits for faculty teaching in the District Study Abroad Program.

ARTICLE 11: LEAVES OF ABSENCE

11.1.5 Needs to be updated to reflect new legislation.

11.9 MATERNITY/CHILD BONDING LEAVE: The Board of Trustees shall grant **one month of paid** maternity and/or child bonding leave ~~without pay~~ to members of the unit **who qualify** in accordance with the Family Medical Leave Act, the California Family Rights Act, and the District Policy on Leaves of Absence. Accumulated sick leave may be used for any period of time **after the one month of paid leave** that the employee must be absent from work as prescribed by the physician in accordance with the provisions of the Family Medical Leave Act and the California Family Rights Act.. Such leave shall run concurrently with sick leave, extended leave and any other leave granted under the provisions of this Agreement. As with other leave without pay, no sick leave benefits shall accrue to employees on an unpaid portion of maternity/child bonding leave.

11.14 FAMILY MEDICAL LEAVE ACT (FMLA) AND CALIFORNIA FAMILY RIGHTS ACT (CFRA) BENEFITS: ~~Family care leave.~~ In accordance with the provisions of the Family Medical Leave Act and the California Family Rights Act and the District Policy on Leaves of Absence **family care leave** ~~and~~ will be applied concurrently with employee sick leave, extended leave, industrial accident/injury leave and/or other applicable paid District leaves.

11.16 Public Service Leave (new) Every unit member who is elected or appointed to a public office, either Local, State or Federal or who serves as an elected officer of any local community college district public employee organization, or of any statewide or national public employee organization, shall have the right, upon request, to a paid leave of absence of up to ten (10) days in any academic year without loss of

compensation for the purpose of enabling the employee to attend periodic, stated, special, or regular meetings of the body of the organization on which the employee serves.

Article 13: PROFESSIONAL DEVELOPMENT PROGRAM

13.3 LEVEL OF FUNDING FOR PROGRAM: The level of funding will be ~~two one~~ percent (2 1%) of the District budget for regular academic and third- and fourth-year tenure track academic employees of the unit plus \$50,000 from a combination of Partnership for Excellence and Faculty Development funds, to the extent those funds are available, for extended leaves.

ARTICLE 14: LAYOFFS

14.1 UNION WILL BE NOTIFIED OF POTENTIAL LAYOFFS: When it is reasonably certain that faculty layoffs are to be recommended in specific areas, the Union will be notified of the contemplated action and the reasons therefore. It is understood that the Education Code prohibits the retention of a junior employee when a more senior employee who holds an FSA and is competent to perform the service is laid off.

Article 17: GRIEVANCE PROCEDURE

Add binding arbitration as the last step of the grievance procedures.

17.5.3 The function of the arbitrator shall be: a) To hold a hearing concerning the grievance, and b) To render an ~~advisory~~ award within thirty (30) days after the close of the hearing.

17.5.4 **The decision of the arbitrator shall be final and binding on all parties.**

~~**17.6** **LEVEL IV:** Either the grievant or the responding party may appeal the advisory award of the arbitrator to the Board of Trustees within ten (10) working days after the receipt of such advisory award.~~

~~17.6.1 The Board of Trustees shall render its decision within twenty (20) working days after receipt of the appeal at this level, or twenty (20) working days after receipt of the transcript of the arbitration hearing, whichever comes later. The decision of the Board of Trustees shall be final and binding on all parties, except that no rights of the grievant to further legal action shall be abrogated.~~

ARTICLE 18: SUMMER SESSION EMPLOYMENT

18.1 CONTRACT ARTICLES THAT APPLY DURING SUMMER SESSION:

Add Article 19: Part-Time Employment

ARTICLE 19: PART-TIME EMPLOYMENT

19.2.4 When feasible, each College Division will make reasonable efforts to provide part-time faculty with ~~the same or similar faculty load as~~ an assignment of at least the same or similar faculty load **as the highest load ever assigned to each part-time faculty, in the previous term,** if **provided that** the part-time faculty member has received two (2) consecutive satisfactory evaluations or has been given an assignment for six (6) semesters with no negative evaluations.

19.2.6 If, during any semester, there are more part-time faculty members than there are available assignments, and if all of the criteria for determining assignments that are defined in 19.2.1 and 19.2.2 above have been met to the satisfaction of the appropriate administrator then the remaining available assignments shall be offered to those part-time faculty members who are most senior according to the Seniority Lists as described in 19.1, with the most senior part-timers being offered at least the same faculty load as **the highest load each part-timer ever had in the previous term,** before a part-time faculty member with less seniority is offered an assignment.

19.2.9 **After assignments have been determined as provided in all preceding sections of this article, if there are any remaining classes to be assigned, or if additional classes become available at any time,** ~~As provided in 19.2, 19.2.4, 19.2.6 and 19.2.8, when additional classes become available, after all the criteria for determining assignments that are defined in 19.2.1 and 19.2.2 have been met~~ classes will be offered to the most senior part-time faculty members until their faculty load request is met (not to exceed 67% of full time or as prescribed by law.)

APPENDIX F: FACULTY LOAD CREDIT (FLC) ALLOCATION

Make the following changes:

LABORATORY ASSIGNMENT SCHEDULE:

| | |
|-------------------------------------|-------------------------------|
| Biological and Physical Sciences | 1 .80 FLC per hour |
| Art laboratory classes | 1 FLC per hour |
| Music classes | 1 FLC per hour |
| Physical Education/Athletics | 1 FLC per hour |

Define what “a majority of their teaching load in laboratory assignment” means.

APPENDIX G: EVALUATIONS

Determine how are full-time temporary faculty evaluated.

New Language:

I. Add the following language on class assignment:

Class Assignment

Before teaching schedules are assigned, each faculty member shall be provided an opportunity to present in writing his/her schedule preferences with regard to courses to be taught, day and evening classes (minimization of time period between the Instructor's first and last class each day and maximization of the time period between the end of the Instructor's last class one day and the beginning of the Instructor's first class the following day), off-campus classes, number of different course preparations, maximum consecutive hours of lecture/laboratory hours, the desire for overload, and room preferences.

The administrator shall not arbitrarily disregard the faculty member's preferences. When the work assignment for each teaching faculty member is prepared, primary consideration will be given to the preferences, qualifications, seniority, experience, and job performance of the faculty member. At the request of the affected faculty member(s), the administrator will put in writing the reasons for denying the preference and forward the response to the affected faculty member(s) and a copy to the Union. If the faculty member, after discussing the schedule with his/her administrator, is not satisfied, he/she may appeal to the appropriate Vice President.

The assignment for a regular teaching faculty member shall be limited to a maximum of three (3) different preparations during any semester unless the faculty member agrees to accept additional preparations or additional preparations are needed to complete the employee's full annual load. Laboratories that are part of a lecture course and are delivered separately from the lecture course constitute a different preparation than the lecture course.

II. Add the following language on class cancellation:

XX.X CLASS CANCELLATION: Scheduled classes shall be cancelled only after written notification by the appropriate administrator/designee is sent to the instructor. The written notification is to be issued on or around twenty days before the first day of instruction.

XX.X.1 Without the Consent of the Instructor

XX.X.1.1 A class may be cancelled within twenty (20) days before the class starts if the enrollment is less than 50% of the class enrollment minimum;

XX.X.1.2 During the first two weeks of instruction, a class may be cancelled if enrollment is less than 60% of the class enrollment minimum;

XX.X 1.3 Classes shall not be cancelled after the second week of instruction without the consent of the instructor.

XX.X.2 With the Consent of the Instructor: Classes may be cancelled with the consent of the instructor at any time.

XX.X REASSIGNMENT OF FACULTY WITH CANCELED CLASSES

XX.X.1 A faculty member, whose regular load (1.0) has been displaced through cancellation and the immediate dean shall consult and agree on the alternative(s) to complete the faculty member's regular load.

XX.X.2 If no agreement can be reached between the dean and the faculty member, the faculty member may choose among any unstaffed instructional assignment in one of the faculty members FSA's.

XX.X.3 If no such unstaffed instructional assignment which falls within the normal work assignment exists, then the faculty member and the division Dean will collaboratively choose an instructional assignment in one of the faculty members FSA's, first among those staffed by academic adjunct faculty or second among those staffed as an overload by a full time faculty member.

XX.X.4 If none of the above is chosen, the dean may assign any instructional assignment to the faculty member in one of his/her FSA's.

XX.X.5 In the situation where the above alternatives do not exist or are not chosen, the faculty member shall work with the dean a plan to make up the deficit within three (3) years.

III. Add the following new articles:

Article XX: Academic Freedom

1. The District and AFT are unequivocally and unalterably committed to the principle of academic freedom in its true sense which includes freedom to study, freedom to learn and freedom to teach and provide educational professional services to students. Freedom of expression and academic freedom support the District's belief in inquiry, informed debate and the search for truth. Freedom of expression and academic freedom are necessary to provide students and employees with a variety of ideas, to encourage them to engage in critical thinking and to help them understand conflicting ideas and opinions.

2. Academic freedom encompasses the right of an instructor to teach and discuss in the classroom unpopular and controversial subjects, and for counselors, librarians and other academic employees to provide relevant and appropriate student services.

3. Interference with or censure of an academic employee by District officials or by outside individuals or groups because of the faculty member's introduction of unpopular and controversial subjects or provision of relevant and appropriate educational professional services to students is precluded by the principle of academic freedom.

4. The parties acknowledge the fundamental need to protect faculty from censorship or restraint which might interfere with their obligation to pursue truth in the performance of their teaching or other educational functions. The District's faculty have the right to express their opinions on issues directly or indirectly related to their professional activities, and any other issues, whether these opinions are expressed in the classroom, in shared governance or labor relations matters, elsewhere on campus, at college-related functions or in other media or settings. The rights of academic freedom and freedom of expression apply to the reasonable use of District computing resources, including e-mail and internet access.

5. Employment by the District does not in any way restrict or limit the Federal First Amendment and California Constitutional rights of expression that faculty enjoy as members of their communities. Faculty members are free to speak and write publicly on any issue, as long as they do not indicate they are speaking on behalf of the District.

6. Protecting freedom of expression and academic freedom is the responsibility of the college community. Therefore, in a climate of openness and mutual respect, free from distortion and doctrinal obligation, the District protects and encourages the exchange of ideas, including unpopular ones which are presented in a spirit of free and open dialogue and debate.

7. Academic freedom does not include use of discriminatory, discourteous, offensive, abusive conduct or language while in performance of District employment.

8. Faculty members shall maintain the exclusive right and responsibility to determine the grades they assign on the basis of their professional judgment. The grades given to each student for any course of instruction taught shall be determined by the instructor of the course, and the determination of the student's grade by the instructor--in the absence of mistake, fraud, bad faith, or incompetence--shall be final.

ARTICLE XX: COMPLAINTS AGAINST A UNIT MEMBER

If a student or other person files a complaint about a unit member, the District shall notify the unit member and AFT in writing within five (5) working days of its receipt of the complaint.

This notification shall include the specific nature of the complaint and the District's intention to investigate.

The unit member shall have the right to provide a written response to the complaint. If the member prepares a written response, it shall be attached to the document(s) in any folder such documents are held. Further, the affected unit member shall have the right to request a meeting with his or her Dean/Immediate Supervisor and other affected parties to attempt to settle the allegations informally.

If the complaint leads to a misconduct investigation, the procedures and protections of Article (Investigations of Unit Members) shall apply.

The unit member and AFT shall be notified of the District's intention to take disciplinary action and shall promptly receive copies of all materials/documents (including the investigative report or summary) utilized by management and the Governing Board as a basis for the proposed disciplinary action.

Any complaint not called to the attention of the employee may not be used as the basis for any reprimand, discipline or discharge.

Article XX: INVESTIGATIONS OF UNIT MEMBERS

Mutual Respect For A Fair Investigative Process

The parties understand and agree that the District has the authority and obligation to investigate complaints, reports and/or other credible information that a unit member has engaged in misconduct. The parties further understand and agree that unit members are entitled to be presumed innocent of wrongdoing during the investigation process and are entitled to certain protections during the investigation process.

Misconduct Investigation Defined

A misconduct investigation is a District-initiated investigation of a unit member into allegations that the unit member has violated District policy and/or law, based on information received from a formal or informal complaint made by an identifiable author; a report of misconduct; manager observations; or other credible sources of information. An investigation is initiated at the point that the District determines to go beyond meeting with the accuser and the accused to interview other potential witnesses. An anonymous accusation shall not form the basis for initiating an investigation.

Non-Investigatory Interviews

The parties understand and agree that in the day-to-day operation of the District, managers and unit members meet regularly to share information. These are not investigatory interviews. However, the parties further understand and agree that, if a manager reasonably expects that such a meeting may elicit information that warrants discipline, the manager shall notify the unit member in advance. The unit member so notified shall have the right to bring the AFT Grievance Officer or his/her designee to the meeting. In addition, a unit member may act independently to bring the appropriate AFT Grievance Officer or his/her designee to the meeting if the unit member reasonably believes that it could lead to discipline.

Notice of Investigation

An employee who is under investigation shall be sent a notification no later than five (5) business days before his/her appointment for an investigatory interview. The notification is intended to provide employees subject to misconduct investigations with a description of the subject matter of the investigatory interview, and shall include the following:

a. An introductory statement that:

- 1. The District takes a neutral stance when investigating possible misconduct and no findings of wrong-doing have been made;**
- 2. The District maintains the confidentiality of the investigation to the fullest extent possible;**
- 3. No findings will be made prior to completion of the investigation, and the investigation will not be closed until after the scheduled date of the employee's interview;**
- 4. The information received could lead to discipline and the employee is entitled to have representation at the meeting;**
- 5. The investigation is confidential and the employee should refrain from discussing it with other members of the campus community while the investigation is pending (except for the purpose of receiving representation during the investigation or exercising other rights as recognized under the Educational Employment Relations Act (EERA));**
- 6. Every effort will be made to complete the investigation within ninety (90) days of when the District first received the complaint or information triggering the investigation. Where this is not possible two things will occur: the employee will receive a status update on where the District is in its investigation and when it expects to be completed; and the District and the AFT will have a check-in meeting in person or by telephone;**
- 7. The employee will receive notice of the findings of the investigation, and whether the allegations investigated were or were not sustained;**
- 8. In the event the investigation leads to disciplinary action, the employee will be afforded all of the pre-discipline due process rights to which he/she is entitled. This includes providing the employee, and AFT with the employee's consent, with a copy of the information relied upon to issue the charges; and**
- 9. District policy and law prohibit retaliation of any kind against anyone the employee believes to have provided information or otherwise cooperated in the investigation, and that such conduct constitutes an independent basis for serious discipline up to and including termination.**

b. A summary of the subject matter of the interview including:

- 1. If appropriate, and at the discretion of the Vice Chancellor of Human Resources or his/her designee, the name of the complainant(s), or individual(s) whose concerns caused the District to initiate an investigation. To the extent the Collective Bargaining Agreement (CBA) provides for greater notice, the CBA prevails;**

- 2. What allegedly occurred. The employee shall be entitled to a description of the subject matter or allegations of the investigation;**
- 3. When the incident(s) allegedly occurred. The notice will be as specific as possible, based on the information available at the time the Notice is given; and**
- 4. Where the incident(s) allegedly occurred. The notice will be as specific as possible, based on the information available at the time the Notice is given.**

Placement On Paid Administrative Leave Of Absence While An Investigation Is Pending

Placement of a member on Paid Administrative Leave of Absence while an investigation into alleged misconduct is pending shall conform to the following standards and procedures:

- a. Placement on Paid Administrative Leave of Absence while an investigation is pending constitutes a non-disciplinary action;**
- b. Placement on Paid Administrative Leave of Absence shall not be automatic and it is not an action that the District takes lightly. The District will not take this step unless:**
 - 1. The allegations, if true, indicate that the employee poses a safety threat to him/herself or others;**
 - 2. The allegations, if true, involve harassment, retaliation and/or dishonesty; and/or**
 - 3. Other extenuating circumstances with the written approval of the Chancellor, which approval will state the nature of the extenuating circumstance.**
- c. The notice placing an employee on Paid Administrative Leave of Absence will provide information about the Leave, including but not limited to:**
 - 1. The basis or bases on which he/she is being placed on Paid Administrative Leave of Absence;**
 - 2. That, as this investigation could lead to discipline, the employee is entitled to representation during his/her investigatory interview;**
 - 3. That placement on Paid Administrative Leave of Absence constitutes a directive not to attend work or perform work duties and that the employee is not to be present at work or in the work area without prior written consent; and**
 - 4. That placement on Paid Administrative Leave of Absence does not constitute a directive to stay away from public events or public areas of campus.**

Completion of Investigation and Notice of Completion

Every effort will be made to complete the investigation within ninety (90) days, and where this is not possible, the member under investigation will receive a status update on where the District is in its investigation and when it expects to be completed.

ARTICLE XX: JUST CAUSE AND PROGRESSIVE DISCIPLINE**Just Cause**

A faculty member shall not be reprimanded, suspended, or dismissed without just cause.

The purpose of this article is to provide additional guidance and oversight for a faculty member experiencing difficulties in his/her work and to substantiate efforts at improvement.

If a faculty member receives a notice of discipline, the District shall include in that notice the faculty member's right to request AFT representation regarding the issue.

If a faculty member receives a written recommendation for a suspension or dismissal, the District shall include in the written recommendation the faculty member's right to request AFT representation prior to any further meeting(s) regarding the issue. In addition, the District shall notify AFT at the same time as the faculty member of the written recommendation for a suspension or dismissal.

The following just cause guidelines shall be recognized:

- a. The faculty member shall be adequately informed of the potential consequences of his/her conduct.**
- b. A fair and objective investigation should reveal the necessity for disciplinary action.**
- c. Rules and penalties should be applied fairly and equitably.**
- d. Disciplinary action should be appropriate and reasonably related to the nature of the offense.**
- e. Progressive discipline shall be utilized except for conduct which is of such a nature that progressive discipline normally would not result in corrective conduct. The elements of progressive discipline shall be administered in a timely manner.**

Steps in the discipline process include (exceptions to the due process steps may occur when the nature of the conduct warrants an exception):

Step 1: If discipline/corrective action is being considered, the manager shall discuss with the faculty member his/her actions/omissions for further fact finding prior to issuing an oral reprimand.

Step 2: If an oral reprimand does not result in corrected conduct, a counseling letter may be issued.

Step 3: Prior to administering subsequent discipline, a faculty member shall be provided notice and an opportunity to be heard. Notice shall include a

statement of the incident(s) or misconduct which form the basis for the disciplinary action and a statement of the discipline to be imposed. Such notice shall be given within five (5) working days of the decision to administer the discipline.

Step 4: If suspension without pay is recommended as a disciplinary action, the offense shall be severe or preceded by at least two (2) related written reprimands issued within the last two (2) years prior to the proposed suspension.

Corrective Action

Throughout the progressive discipline process, when supporting information indicates that improvement is needed, the District may initiate a work plan that should set forth observable and measureable performance goals. Such goals are to be met within a specific, achievable time frame. If such a plan is contemplated, the AFT shall be notified. At the faculty member's request, the AFT shall participate in developing the work plan.

Article XX: ADDITIONAL FACULTY RIGHTS

EVALUATION OF ADMINISTRATORS: Annual Evaluations for administrators with responsibility for instruction or student services will include an opportunity for the faculty within the unit, division, or college to provide anonymous performance feedback. College administration and/or Human Resources will oversee the evaluation process, evaluation content, and all other matters related to the evaluation of administrators.

BOARD REPORT NO. 18-12-4A

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: Mitchell Bailey, Chief of Staff – (650) 574-6510

RECEIPT OF DISTRICT’S INITIAL CONTRACT PROPOSAL TO CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION, CHAPTER 33 AND SETTING OF PUBLIC HEARING

The current collective bargaining agreement between the District and the California School Employees Association, Chapter 33 (CSEA), expires on June 30, 2019. The parties wish to negotiate a successor agreement.

Government Code Section 3547 (from the “Educational Employment Relations Act”) provides that:

(a) All initial proposals of exclusive representatives and of public school employers, which relate to matters within the scope of representation, shall be presented at a public meeting of the public school employer and thereafter shall be public records.

(b) Meeting and negotiating shall not take place on any proposal until a reasonable time has elapsed after the submission of the proposal to enable the public to become informed and the public has the opportunity to express itself regarding the proposal at a meeting of the public school employer.

(c) After the public has had the opportunity to express itself, the public school employer shall, at a meeting which is open to the public, adopt its initial proposal.

As required by the Educational Employment Relations Act, staff is submitting the accompanying District proposal to the Board prior to holding a public hearing on the proposal.

RECOMMENDATION

It is recommended that the Board receive the initial proposal from the District to the California School Employees Association, Chapter 33 and set a public hearing on the proposal at the next regularly scheduled Board meeting.



San Mateo County Community College District Initial Proposal for the Successor Agreement with the California School Employees Association, Chapter 33

December 12, 2018

GENERAL FRAMEWORK

The District recognizes that the California School Employees Association, Chapter 33 contract expires on June 30, 2019, and is prepared to negotiate any and all provisions of the contract for inclusion in a successor agreement.

The concepts upon which the District wishes to negotiate any items in the contract are reinforced by the following concepts and values:

- Alignment with the District's commitment to 'Students First' as manifested in the District's Strategic Plan
- Commitment to an equity-minded environment and culture that embraces and promotes diversity and inclusion, supports students and employees in achieving their potential, and embodies the fulfillment of a social justice mission
- Fiscally responsible, prudent and economically sustainable

ECONOMIC MATTERS

The District has no proposals at this time regarding any economic items in the current contract which will expire on June 30, 2019. However, the District will negotiate in good faith in response to any economic items presented in a fair and equitable manner and within the financial constraints of available District resources.

NON-ECONOMIC MATTERS

The District has no proposals at this time regarding any non-economic items in the current contract which will expire on June 30, 2019. However, the District will negotiate in good faith in response to any non-economic items presented in a fair and equitable manner.

GENERAL CLEANUP OF CONTRACT LANGUAGE

The District wishes to negotiate on the clarification and updating of other general contract language as appropriate.

RESERVATIONS

The District reserves the right to add to or modify its proposals during the negotiation process consistent with the procedure set forth in Government Code section 3547(d).

BOARD REPORT NO. 18-12-5A

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: Mitchell Bailey, Chief of Staff, 574-6510

RECEIPT OF CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION, CHAPTER 33 INITIAL CONTRACT PROPOSAL TO THE SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT AND SETTING OF PUBLIC HEARING

The current collective bargaining agreement between the District and the California School Employees Association, Chapter 33 (CSEA) expires on June 30, 2019. The parties wish to negotiate a successor agreement.

Government Code Section 3547 (from the “Educational Employment Relations Act”) provides that:

(a) All initial proposals of exclusive representatives and of public school employers, which relate to matters within the scope of representation, shall be presented at a public meeting of the public school employer and thereafter shall be public records.

(b) Meeting and negotiating shall not take place on any proposal until a reasonable time has elapsed after the submission of the proposal to enable the public to become informed and the public has the opportunity to express itself regarding the proposal at a meeting of the public school employer.

(c) After the public has had the opportunity to express itself, the public school employer shall, at a meeting which is open to the public, adopt its initial proposal.

CSEA has submitted an initial proposal to the District, which staff transmits with this report to the Board. This is done prior to holding a public hearing on the proposal as required by the Educational Employment Relations Act.

RECOMMENDATION

It is recommended that the Board receive the initial proposal from the California School Employees Association, Chapter 33 and set a public hearing on the proposal at the next regularly scheduled Board meeting.

October 29, 2018

Ron Galatolo, Chancellor
San Mateo County Community College District
3401 CSM Drive
San Mateo, CA 94402

Re: Initial Proposal

Dear Mr. Galatolo,

The California School Employees Association (CSEA) and its local Chapter #33 are submitting its "initial bargaining proposals" in accordance with California Government Code Section 3547 for the upcoming 2019-22 successor contract negotiations.

CSEA respectfully submits the following bargaining proposals:

Article 2: Membership Dues or Service Fees

CSEA has an interest in revising the language in this article due to changes in applicable laws.

Article 3: Definitions

CSEA has an interest in clarifying the language around some of the definitions in this section.

Article 4: Organizational Rights

CSEA has an interest in improving the language around release time and electronic mail.

Article 5: Hours and Overtime

CSEA has an interest in improving the language related to overtime and compensatory time.

Article 6: Vacation

CSEA has an interest in enhancing the language around vacation accrual and requests.

Article 7: Holidays

CSEA has an interest in increasing the number of Holidays provided by the District.

Article 8: Pay and Allowances

CSEA has an interest in a fair and equitable salary increase, abolishing the "Total Compensation Formula," and clarifying and enhancing the language around a number of other sections in this article.

Article 9: Health and Welfare Benefits

CSEA has an interest in enhancing the health benefit package offered by the District

Article 10: Leaves

CSEA has an interest in enhancing the language around leaves and updating the language to reflect the new child bonding section in the education code.

Article 11: Transfers and Reassignments

CSEA has an interest in improving the language and process around transfers and reassignments

Article 12: Grievance Procedures

CSEA has an interest in improving the language in this article including final and binding arbitration as the final step of the grievance process.

Article 13: Safety

CSEA has an interest in improving the language around safety procedures.

Article 14: Performance Evaluation Procedures

CSEA has an interest in improving the language around performance evaluation and personnel files.

Article 20: Disciplinary Procedures

CSEA has an interest in enhancing the language around disciplinary procedures including final and binding arbitration as the final step of the discipline process.

Article 21: Duration

CSEA has an interest in updating the duration of the Contract to reflect the new term.

Sincerely,

David Wood

BOARD REPORT NO. 18-12-1CA

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Aaron McVean, Vice Chancellor, Educational Services and Planning,
358-6803

**APPROVAL OF CURRICULAR ADDITIONS, DELETIONS AND MODIFICATIONS
CAÑADA COLLEGE, COLLEGE OF SAN MATEO AND SKYLINE COLLEGE**

The addition of forty-one courses to and the deletion of one course from the College catalogs are proposed by Cañada College, College of San Mateo, and Skyline College at this time. Additionally, forty-three courses are proposed to be offered in the distance education mode. The addition of six certificates is also proposed.

In addition to the course deleted, twelve courses were assigned inactive status, which removes them from the catalog and schedule. Since they have not been deleted, they can be more easily reinstated at a later time. If reinstatement is unlikely, these courses will be deleted in the coming years. One course was reinstated.

Furthermore, one hundred thirty-one courses and thirty programs were modified.

Each of the proposed courses and programs has been reviewed by the appropriate Division Dean and approved by the College Curriculum or Instruction Committee, acting on behalf of the local Academic Senate. In addition, the Academic Senate Presidents provide oversight with respect to the necessary role of the local Senates in the review and approval process. The rigor of the approval process assures that each new course has substance and integrity in relation to its discipline and that it fills a clear student need not being served by existing course offerings.

RECOMMENDATION

It is recommended that the Board approve the attached curricular changes for the Cañada College, College of San Mateo, and Skyline College catalogs.

San Mateo County Community College District

December 12, 2018

This report has been prepared in accordance with SMCCCD Rules and Regulations, Section 6.13.4 and all appropriate laws and regulations.

PREPARED BY: Tammy Robinson, Vice President, Instruction
Cañada College

APPROVED BY: Candice Nance, Curriculum Committee Co-Chair
Cañada College

Katherine Schertle, Curriculum Committee Co-Chair
Cañada College

Hyla Lacefield, Academic Senate President
Cañada College

Jamillah Moore, President
Cañada College

PROPOSED CURRICULAR ADDITIONS – CAÑADA COLLEGE

COURSE DESCRIPTIONS AND JUSTIFICATIONS

COMPUTER SCIENCE

122 INTRODUCTION TO PROGRAMMING: PYTHON (3.00) (day or evening)

Justification: This new course satisfies the introductory programming requirement for students that are not majoring in computer science. Our existing introductory course (CIS 118) is designed for computer science majors, and emphasizes topics such as computer hardware and systems architecture that are irrelevant to non-majors. CIS 118 also utilizes a more complex programming language (C++); this new course utilizes Python, a more accessible language that is becoming more common at universities like Berkeley, MIT and SJSU. CIS 122 is an alternative to CIS 118 for non-computer science programs that require introductory programming, such as Geography, Natural Sciences and Mathematics (it is proposed for Degree Credit -- AA/AS Degree). It also serves as a more accessible entry point to computer science to those students with less confidence in computer science and/or minimal prior exposure to programming.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 100; Eligibility for MATH 110.

Description: Designed to teach computer programming to non-Computer Science majors with an introduction to Python Programming in interesting, relevant, and practical contexts. Focus is on hands-on Python programming skills, problem-solving using algorithmic thinking, abstraction, implementing an algorithm to executable code, debugging and testing software programs. Fundamental programming constructs such as variables, data types, selection, iteration, functions, data structures (lists, strings, dictionaries, tuples), file I/O, and other core concepts are covered. Applications focus on computational techniques to understand, analyze, and automate data analysis, basic encryption algorithms, matrix manipulation, sorting and searching algorithms, basic game design, and more.

Classification: AA/AS Degree; Certificate of Achievement; CSU transferable.

295 INTRODUCTION TO CLOUD COMPUTING (3.00) (day or evening)

Justification: Cloud computing delivers vast data capacity to organizations of all shapes and sizes without requiring expensive on-site servers, and is a huge growth arena in technology today. Companies want to hire people with cloud computing skills. This course is a requirement for the Amazon Web Services (AWS) Certificate to be offered by Cañada College.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 100.

Description: An introduction to cloud computing, which shifts information systems from on-premises computing infrastructure to highly scalable internet architectures. Provides a solid foundation of cloud computing technologies, and the understanding required to effectively evaluate and assess the business and technical benefits of cloud computing and cloud applications. Includes an analysis of a variety of cloud services (storage, servers and software applications) and cloud providers, with a focus on Amazon Web Services (AWS). Examines various industry cloud practices and applications. Also surveys cloud careers and discusses industry demand for cloud skills.

Classification: AA/AS Degree; Certificate of Achievement; CSU transferable.

296 DATABASE ESSENTIALS IN THE CLOUD (3.00) (day or evening)

Justification: Cloud computing, which delivers vast data capacity to organizations of all shapes and sizes without requiring expensive on-site servers, is a huge growth area in technology today. Companies want to hire people with cloud computing and database skills. Students want Cañada to offer Cloud computing courses. This course is a requirement for the Cloud Computing Certificate to be offered by Cañada College.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 100.

Description: Cloud database management, which supports a number of different approaches for storing data. Definitions, operations and scaling of both SQL (Structured Query Language) and noSQL data storage solutions. Considers factors that should be balanced during the design of a data storage solution. Principles are applied by performing exercises using both relational and non-relational database approaches.

Classification: AA/AS Degree; Certificate of Achievement; CSU transferable.

297 COMPUTE ENGINES IN AMAZON WEB SERVICES (3.00) (day or evening)

Justification: Cloud computing, which delivers vast data capacity to organizations of all shapes and sizes without requiring expensive on-site server, is a huge growth arena in technology today. This course covers the technical components of cloud computing environments - core technologies, algorithms, and design principles. Companies want to hire people with cloud computing. Students want Cañada to offer Cloud computing courses. This course is a requirement for the Cloud Computing Certificate to be offered by Cañada College.

Prerequisite: CIS 284.

Recommended Preparation: Eligibility for ENGL 100.

Description: Explore how cloud computing systems are built using a common set of core technologies, algorithms, and design principles centered around distributed systems. Students will use the Amazon Web Services (AWS) Management Console to provision, load-balance and scale their applications using the Elastic Compute Cloud (EC2) and the AWS Elastic Beanstalk. The course discusses, from a developer perspective, the most important reasons for using AWS and examines the underlying design principles of scalable cloud applications.

Classification: AA/AS Degree; Certificate of Achievement; CSU transferable.

298 SECURITY IN AMAZON WEB SERVICES (3.00) (day or evening)

Justification: This course required for a new certificate to be offered by Cañada College. Cloud computing, which delivers vast data capacity to organizations of all shapes and sizes without requiring expensive on-site servers, is a huge growth arena in technology today. This course covers the technical components of security and risk management for cloud computing environments in general and Amazon Web Services in particular. Companies want to hire people with cloud computing. Students want Cañada to offer Cloud computing courses. The Cloud Computing Certificate prepares students for a career as a Computer Support Specialists. The US Dept. of Labor projects this occupation to grow 8.3% from 2016 to 2026.

Prerequisite: CIS 295.

Recommended Preparation: Eligibility for ENGL 100.

Description: Protection of the confidentiality, integrity and availability of computing systems and data. Uses of redundant and layered controls, continuous validation and testing, and automation to ensure that the cloud infrastructure is continuously monitored and protected. Examination of shared responsibility models.

Classification: AA/AS Degree; Certificate of Achievement; CSU transferable.

DIGITAL ART AND ANIMATION

441 INTRODUCTION TO VIDEO GAME DESIGN (3.00) (day or evening)

Justification: This course provides the foundations and practices necessary for success in the game industry. Introduces students to tools and techniques utilized professionally. Course is the introductory course for a proposed Game Design certificate. Advisory board reviews course content annually and suggest revisions to curriculum as appropriate.

Prerequisite: None.

Recommended Preparation: Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400.

Description: Introduction to the essentials of game design using industry-standard game engine, spreadsheets, presentation slides, photo editing, 3D modeling, and reference art to convey game design ideas and specifications. Practical application of skills learned to develop games.

Classification: AA/AS Degree; Certificate of Achievement; CSU transferable.

442 HISTORY OF VIDEO GAMES (3.00) (day or evening)

Justification: The course is intended to provide the aspiring game developer with a history and perspective of games and game design. The course is taken in the first semesters of a student's study, so that the information in the course can be used to inform decisions the student makes while developing their own games. The advisory committee reviews course content and make suggestions for additions, revisions, and deletions to course material as the industry evolves.

Prerequisite: None.

Recommended Preparation: Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400.

Description: Explores the origin and history of ancient to modern games including board games, card games, arcade amusements, and video games of all kinds. Includes game companies, historic platforms, and common jargon used in the industry.

Classification: AA/AS Degree; Certificate of Achievement; CSU transferable.

443 GAME DESIGN FUNDAMENTALS (3.00) (day or evening)

Justification: Game designs skills are in increasing demand, not only in game development but in corporate and training fields as well. Course guides students in creating a fun, engaging experience regardless of the game content. Serves as a foundation for additional skills such as coding and asset development through using easily-developed card and board games. Advisory committee members review and suggest changes to content as the field grows and changes.

Prerequisite: None.

Recommended Preparation: Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400.

Description: Fundamentals of game design are examined through the theories of fun, challenge, polish, responsiveness and the emotional content of making games. Students build a board or card game and develop a game design document from initial pitch through game specifications.

Classification: AA/AS Degree; Certificate of Achievement; CSU transferable.

445 3D GAME SCRIPTING (3.00) (day or evening)

Justification: Increasingly, employers are expecting artists to have a functional knowledge of scripting in order to create tools, automate processes, and troubleshoot issues. This course introduces scripting in an industry-standard environment, using real-world examples to familiarize students with the coding environment. Course is ideally taken at the end of the student's first year in the program, after taking the introductory courses in game design and game history. The advisory committee members review course content and make suggestions for changes as the needs of industry change.

Prerequisite: None.

Recommended Preparation: Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400; MART 441.

Description: Explores using a 3D game engine for building 3D levels and creating gameplay using systematic approaches to design. Includes importing 3D assets and scripting character controllers and interactive elements.

Classification: AA/AS Degree; Certificate of Achievement; CSU transferable.

446 STORYTELLING WITH GAMES (3.00) (day or evening)

Justification: Storytelling is a vital skill in game development, and one of the hardest skills to master. Telling a compelling story is contingent on many factors working well together to immerse the player in the environment and the tasks at hand. This course provides the foundation game designers need to know how to approach creating a compelling, involving story for the player. It is part of the first-year courses for this certificate.

Prerequisite: None.

Recommended Preparation: Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400; MART 441.

Description: Discussion and development of plots, character archetypes, and challenges in storytelling that provide the structure to create a unique story experience through gameplay. Examines the aesthetics of games, the designer/player contract, and the Hero's Journey.

Classification: AA/AS Degree; Certificate of Achievement; CSU transferable.

447 3D LEVEL DESIGN (3.00) (day or evening)

Justification: Designing 3D levels for games is a critical skill every designer needs in the current industry. This course introduces the concepts and tools for building successful levels, including single- and multiplayer considerations. Course is designed to be taken during student's second year in program. Advisory board members regularly review course content with current industry standards in mind and suggest revisions, additions, and deletions from course content.

Prerequisite: None.

Recommended Preparation: Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400; MART 445.

Description: Covers artistic, functional and storytelling aspects of video game level design: prototyping, layout and simple scripting of events. Using a 3D game engine, students design and build a single player and multiplayer level.

Classification: AA/AS Degree; Certificate of Achievement; CSU transferable.

450 COLLABORATIVE GAME PRODUCTION (3.00) (day or evening)

Justification: Course directs students in using skills acquired in previous classes in a practical, team-based environment, which is a vital skill in game development. Course is advanced, taken during the second year in program. Advisory board reviews and critiques student work, providing suggestions for improvement. Board also advises faculty on changes to the commercial game development industry so course content can be adjusted as the industry evolves.

Prerequisite: None.

Recommended Preparation: Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400; MART 445.

Description: Students use project management techniques to organize and communicate as game development prototype teams. Methods explored include Ad hoc, Waterfall, and Agile techniques.

Classification: AA/AS Degree; Certificate of Achievement; CSU transferable.

451 RAPID GAME DEVELOPMENT (3.00) (day or evening)

Justification: Rapid prototyping allows students to explore different game structures, modalities, and strengths/weaknesses while providing hands-on development experience in a fast-paced environment. Course is intended to follow foundational courses in game design and scripting.

Prerequisite: None.

Recommended Preparation: Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400; MART 445.

Description: Students conceive and develop multiple games in a rapid development environment. Brainstorming, conceptualizing, and "finding the fun" of multiple game styles, polishing and adding pizzazz to the game - called JUICE.

Classification: AA/AS Degree; Certificate of Achievement; CSU transferable.

452 ADVANCED GAME DESIGN (3.00) (day or evening)

Justification: This course further refines the skills learned in previous courses in the sequence. Moves beyond the basics of game design and enjoyable gameplay, and focuses on the psychological and physiological effects of various styles of gameplay. Advisory board periodically reviews course content to align with current thinking regarding professional-level game design standards. Course is intended to follow earlier courses in the sequence, and is recommended for students completing the certificate.

Prerequisite: None.

Recommended Preparation: Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400; MART 443.

Description: In-depth exploration of enjoyable gameplay. How to use tutorials, achievements, analytics, and funnels to refine the gameplay experience based on player's experience. Designing economies and challenge ramping to avoid player burnout and turnover, and encourage engagement.

Classification: AA/AS Degree; Certificate of Achievement; CSU transferable.

455 INDIE GAME DEVELOPMENT & ENTREPRENEURSHIP (3.00) (day or evening)

Justification: This course provides art-oriented students with a grounding in business and entrepreneurial fundamentals specific to the game industry. Addresses vital skills that the freelance developer or small studio entrepreneur must know to survive and thrive in the current game development market. This course is part of the new Video Game Design Certificate of Achievement core requirements.

Prerequisite: None.

Recommended Preparation: Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400.

Description: Having a freelance career or an independent studio is the future of creative game design. This course covers the fundamentals of starting and operating small studios, crowdfunding, investment funding, staying compliant with state and local laws, understanding contracts, marketing, and selling projects.

Classification: AA/AS Degree; Certificate of Achievement; CSU transferable.

EDUCATION AND HUMAN DEVELOPMENT – EDUCATION

249 REDEFINING LEADERSHIP: INDIVIDUALS EFFECTING CHANGE (3.00) (day or evening)

Justification: This new course is designed to support students in all majors as they learn about the theoretical underpinnings of leadership studies, and build capacity for leadership in their personal and professional lives. We have already integrated the course into multiple Business certificates and degrees as a selective, and continues to collaborate with majors in the social sciences, humanities, physical sciences and career technical areas.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 100.

Description: Leadership is examined from both theoretical and practical perspectives through the Phi Theta Kappa (PTK) Leadership Development Studies curriculum. This course is designed to provide emerging and existing leaders the opportunity to explore the underlying theoretical basis of leadership and develop or improve their ability to exercise leadership. The course integrates original works from leadership scholars, readings from the humanities, experiential exercises, and feature films. While learning about leadership theories, students explore nationally and internationally accepted leadership models as a framework for developing the necessary skills and strategies to build their capacity for leadership in their personal and professional lives.

Classification: AA/AS Degree; CSU transferable.

300 APPLIED INCLUSIVE STRATEGIES (1.00) (day or evening)

Justification: In response to student requests, a new skills certificate entitled "Inclusion Support" has been proposed that focuses on working with children with disabilities. A culminating course is needed for students to integrate and apply knowledge and skills learned from other required courses (ECE. 260, ECE. 263, and EDUC 265). EDUC 300 is the capstone experience for the Inclusion Support skills certificate.

Prerequisite: None.

Recommended Preparation: Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400; ECE. 260, ECE. 263, and EDUC 265.

Description: Integrates foundational knowledge and skills required for supporting children with diverse special needs. Uses Case Study methodology to apply Universal Design for Learning (UDL) in various learning environments and to design inclusive positive behavior support plans. A major focus of the course is to apply basic Special Education concepts into meaningful practice.

Classification: AA/AS Degree; Skills Certificate; CSU transferable.

ENVIRONMENTAL SCIENCE

101 ENVIRONMENTAL SCIENCE LABORATORY (1.00) (day or evening)

Justification: This is a lab to go with our existing lecture course ENVS 115 - Environmental Science. The lab is being articulated for IGETC and CSU GE, and it is also part of the ENVS AS Degree.

Prerequisite: Completion of, or concurrent enrollment in ENVS 100 (offered at Skyline), or ENVS 115.

Recommended Preparation: Eligibility for ENGL 100.

Description: An introduction to environmental science that explores the causes, impacts, and solutions to contemporary environmental issues through lab, field, and written exercises. Coursework highlights the methods and tools used in environmental fields and the interdisciplinary nature of the issues and solutions.

Classification: AA/AS Degree; CSU transferable.

695 INDEPENDENT STUDY (0.50 - 3.00) (day or evening)

Justification: ENVS 695 provides the opportunity for advanced ENVS students to complete research or other advanced study for academic credit. It is a selective course requirement for the Associate in Science Degree in Environmental Science.

Prerequisite: None.

Recommended Preparation: Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400.

Description: Designed for students who are interested in furthering their knowledge via self-paced, individualized instruction provided in selected areas or directed study to be arranged with instructor and approved by the division dean using the Independent Study Form. Varying modes of instruction can be used -- laboratory, research, skill development, etc. For each unit earned, students are required to devote three hours per week throughout the semester. Students may take only one Independent Study course within a given discipline.

Classification: AA/AS Degree; CSU transferable.

INTERIOR DESIGN

300 STUDIO I: HOME STAGING (3.00) (day or evening)

Justification: INTD 300, Studio I: Home Staging, is replacing FASH 226, Visual Merchandising and Display, as a required course for the Home Staging Certificate of Achievement. The proposal is based on the recommendations of the Interior Design Advisory Committee and faculty members. This substitution provides students that are pursuing the Home Staging Certificate with a course that addresses the basics of Home Staging business, including in site-training with a Professional Home Stager.

Prerequisite: INTD 175.

Recommended Preparation: Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400.

Description: Overview of the current professional practices used to prepare a home for sale. Includes the selection and evaluation of methods required to prepare future home stagers with skills such as attention to details, digital and hand sketching illustrations, and business practices. Commercial staging is explored as well.

Classification: AA/AS Degree; Certificate of Achievement; CSU transferable.

KINESIOLOGY, ATHLETICS AND DANCE – TEAM SPORTS

183 GOLF: SKILL DEVELOPMENT (2.00) (day or evening)

Justification: State wide legislation has allowed for women's golf to participate in nontraditional season. The course is being added to the AS Degree in Kinesiology as selective major requirement.

Prerequisite: None.

Recommended Preparation: Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400; Demonstrated ability is required.

Description: Focuses on mastering individual golf skills and concepts. It is designed to improve the individual technique of students wishing to play intercollegiate community college golf. A minimum skill level must be demonstrated to remain in the course. Major emphasis is placed on actual competition played on local golf courses. Included are both on and off course drills and discussion for skills and strategy. May be repeated for credit up to 3 times.

Classification: AA/AS Degree; AA-T/AS-T Degree for Transfer; CSU, UC transferable.

680CF GOLF: SKILL DEVELOPMENT (2.00) (day or evening)

Justification: State wide legislation has allowed for women's golf to participate in nontraditional season.

Prerequisite: None.

Recommended Preparation: Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400; Demonstrated ability is required.

Description: Focuses on mastering individual golf skills and concepts. It is designed to improve the individual technique of students wishing to play intercollegiate community college golf. A minimum skill level must be demonstrated to remain in the course. Major emphasis is placed on actual competition played on local golf courses. Included are both on and off course drills and discussion for skills and strategy. May be repeated for credit up to 3 times.

Classification: AA/AS Degree; CSU transferable.

MATHEMATICS

825 JUST-IN-TIME SUPPORT FOR PATH TO CALCULUS (2.00) (day or evening)

Justification: This is the new support class for MATH 225, and it is being added in response to AB 705.

Corequisite: Concurrent enrollment in MATH 225.

Prerequisite: Appropriate score on the College Placement Test or other multiple measures assessment.

Description: A review of the core prerequisite skills, competencies, and concepts needed in pre-calculus. Intended for majors in science, technology, engineering, and mathematics who are concurrently enrolled in MATH 225, Path to Calculus, at Cañada College. Topics include: a review of computational skills developed in intermediate algebra, factoring, operations on rational and radical expressions, absolute value equations and inequalities, exponential and logarithmic expressions and equations, conic sections, functions including composition and inverses, an in-depth focus on quadratic functions, and a review of topics from geometry.

Classification: Not degree applicable; not transferable.

841 JUST-IN-TIME SUPPORT FOR BUSINESS CALCULUS I (1.00) (day or evening)

Justification: This course is added to provide just-in-time support for Math 241 in order to be compliant with AB705.

Corequisite: Concurrent enrollment in MATH 241.

Prerequisite: Appropriate score on the College Placement Test or other multiple measures assessment.

Description: A review of the core prerequisite skills, competencies, and concepts needed in college algebra. Intended for business or other majors who are concurrently enrolled in MATH 241, Business Calculus I, at Cañada College. Topics include: a review of computational skills developed in intermediate algebra, factoring, exponential and logarithmic expressions and equations, and an in-depth focus on quadratic functions. A graphing calculator is required.

Classification: Not degree applicable; not transferable.

MUSIC

215 MUSIC, CULTURE AND HISTORY (3.00) (day or evening)

Justification: This new course replaces MUS 115, eliminating cross-listing issues. The content is similar to a Music Appreciation course, but 20 years of teaching about classical music has shown that presenting music in its social context is the best pedagogical method to get students engaged with the music.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 100.

Description: Explores the evolution of musical styles in the context of cultural expression and social change. Includes a wide range of European music styles and genres across history as well as American jazz.

Classification: AA/AS Degree; CSU transferable.

PARALEGAL STUDIES

241 LAW OFFICE MANAGEMENT (3.00) (day or evening)

Justification: Law Office Management provides students with an understanding of and practice running a law office, or legal entity. The course consolidates some of the subject matter in previously offered courses,

such as Paralegalism, word processing, office management, and business administration. The class is a core course major requirement for the Paralegal Certificate of Achievement and the A.S. Degree.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 100.

Description: This course provides an overview of law firm management administration. Topics include case management, filing systems, calendaring, indexing and summarizing pleadings and discovery, timekeeping, billing, fees, intra- and inter- office communication, client interviewing, conflict checks, and office policies.

Classification: AA/AS Degree; Certificate of Achievement; CSU transferable.

261 LEGAL ETHICS (3.00) (day or evening)

Justification: Legal Ethics was originally part of LEGL 262 - Paralegalism and Legal Ethics. In order to be consistent with other paralegal programs and to sufficiently cover the important content in this course, the course content of LEGL 262 was separated into two courses: LEGL 261-Legal Ethics and LEGL 241-Law Office Management. The content in LEGL 26-Legal Ethics was expanded to cover more material. LEGL 261-Legal Ethics is a required course for the A.S. Degree in Paralegal Studies and for the Paralegal Certificate. Creating a separate legal ethics course (LEGL 261-Legal Ethics) is needed to better educate our paralegal students regarding the numerous ethical issues that exist and to make our Program's course content consistent to similar courses in other paralegal programs.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 100.

Description: This course examines regulations, ethics, and professional responsibility affecting paralegals. Topics include the unauthorized practice of law, advertising, solicitation, legal advice, attorney-client relationships, conflicts of interest, legal competency, and due-diligence.

Classification: AA/AS Degree; Certificate of Achievement; CSU transferable.

263 INTELLECTUAL PROPERTY LAW (3.00) (day or evening)

Justification: Intellectual property (IP) laws allow individuals and businesses to lay legal claim to the goods, services and ideas that they offer, and are very important for branding and successes in the marketplace. However, IP laws are also extremely complex, which is why many businesses, lawyers, and law firms rely on intellectual property paralegals for assistance. Intellectual property paralegals are in high demand and employed by large corporations, law offices, and government. This is especially true in the San Francisco bay area, where the demand for intellectual property paralegals is high, given the many technology and biotech companies located a concentrated geographic area. Paralegals who can assist attorneys with the preparation of trademark and service mark applications, file patent documents, apply for copyrights for various types of intellectual property, perform intellectual property research, and assist attorneys with intellectual property litigation are in great demand highly compensated. Intellectual Property Law is a selective course in the Paralegal Program, for the A.S. Degree and for the Paralegal Certificate.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 100.

Description: An overview of the law of intellectual property, including patents, trademarks, copyrights, and trade secrets under the laws of the United States and foreign laws and an examination of the role of the paralegal in this area.

Classification: AA/AS Degree; Certificate of Achievement; CSU transferable.

267 ANIMAL LAW (3.00) (day or evening)

Justification: The field of animal law has grown tremendously in recent decades. In 2000, there were nine law schools offering courses in animal law; by 2007, there were 88 schools offering animal law courses. Today there are more than 165 schools in the U.S. and Canada that offer courses in animal law. There are also national and state bar associations offering animal law sections. As animal law continues to rapidly develop, along with interest from students, practitioners, and academics, it is increasingly recognized as a cutting-edge and important new field of law, just as environment law was in the 1970s. Many attorneys and law firms have incorporated animal law into their legal practices because animal law intersects with estate planning, family law, torts, contracts, criminal law, and constitutional law, resulting in increased employment opportunities for students. Animal Law is a selective major requirement in various Paralegal Programs.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 100.

Description: Animal Law is an introductory course covering the statutory, regulatory, and common law legal principles that affect animals. The course encompasses substantive areas of law affecting animals, including criminal law, torts, contracts, consumer protection, first amendment and constitutional issues, wills and trusts, and family law.

Classification: AA/AS Degree; CSU transferable.

269 ELDER LAW (3.00) (day or evening)

Justification: The population of older adults is expected to double by 2060 as a result of the aging baby boom generation and because of advances in medical care and positive health and lifestyle changes. As a result, our nation has to deal with a large population of elderly persons. Federal and state laws relating to the elderly are expanding in response to this growing population. Elder law is legal specialty that is continuing to expand. Elder Law is a selective major course requirement in various Paralegal Programs.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 100.

Description: This course covers the substantive and procedural law and federal, state, and administrative regulations pertaining to the senior population. Topics include client interviewing, Social Security, Medicare, Medi-Cal/SSI, trusts, guardianships, conservatorships, funding sources, residential and/or long-term care, and elder abuse.

Classification: AA/AS Degree; CSU transferable.

PROPOSED CURRICULAR DELETIONS – CAÑADA COLLEGE

KINESIOLOGY, ATHLETICS AND DANCE – TEAM SPORTS

680CF GOLF: SKILL DEVELOPMENT

Justification: This experimental course is being replaced by a permanent course, TEAM 183.

PROPOSED CURRICULAR INACTIVATIONS – CAÑADA COLLEGE

ACCOUNTING

250 Certified Bookkeeper AIPB Preparation
695 Independent Study

EDUCATION AND HUMAN DEVELOPMENT – EARLY CHILDHOOD EDUCATION

249 Leadership Development

ENGLISH AS A SECOND LANGUAGE

901 Language Skills for Workforce Careers I

PARALEGAL STUDIES

262 Paralegalism and Study of Legal Ethics

PROPOSED CURRICULAR MODIFICATIONS – CAÑADA COLLEGE

ACCOUNTING

100 Accounting Procedures
121 Financial Accounting
131 Managerial Accounting
180 Payroll Accounting
181 Taxation of Individuals Using Tax Software
200 QuickBooks

CHEMISTRY

114 Survey of Chemistry and Physics
220 General Chemistry II
231 Organic Chemistry I
232 Organic Chemistry II
410 Chemistry for Health Sciences

EDUCATION AND HUMAN DEVELOPMENT – EARLY CHILDHOOD EDUCATION

223 Infant and Toddler Development
366 Practicum in Early Childhood Education

EDUCATION AND HUMAN DEVELOPMENT – EDUCATION

200 Introduction to Classroom Teaching
265 Positive Behavior Support in Inclusive Settings

ENVIRONMENTAL SCIENCE

115 Environmental Science

GEOLOGY

100 Introduction to Geology
101 Geology Laboratory
121 Earth Science

INTERIOR DESIGN

272 Kitchen and Bath Design
276 Advanced Kitchen and Bath Design
357 Kitchen and Bath Systems
360 CAD Applications for Interior Designers
361 Chief Architect for Interior Designers
367 3D Modeling SketchUp for Interior Designers
400 Principles of Sustainable Design
450 Materials and Finishes

MATHEMATICS

225 Path to Calculus

MEDICAL ASSISTING

120 Clinical Procedures I
100 Fundamentals of Music

OCEANOGRAPHY

100 Oceanography
101 Oceanography Lab

PARALEGAL STUDIES

251 Torts
252 Civil Litigation and Trial Preparation
254 Family Law
260 Advanced Legal Research and Writing
264 Contracts
272 Immigration Law
276 Electronic Litigation and Investigation

PHILOSOPHY

- 100 Introduction to Philosophy
- 103 Critical Thinking
- 160 History of Philosophy: Ancient and Medieval
- 175 Modern Philosophy
- 190 Contemporary Philosophy
- 200 Introduction to Logic
- 240 Introduction to Ethics
- 300 Introduction to World Religions
- 312 Introduction to Philosophy of Religion

PHYSICS

- 114 Survey of Chemistry and Physics

PSYCHOLOGY

- 106 Psychology of Prejudice and Discrimination
- 200 Developmental Psychology
- 300 Social Psychology
- 340 Introduction to Human Sexuality
- 410 Abnormal Psychology

RADIOLOGIC TECHNOLOGY

- 400 Orientation to Radiologic Technology
- 408 Perspectives in Radiology
- 410 Radiographic Positioning
- 415 Radiation Protection and Biology
- 418 Clinical Education I
- 420 Radiographic Positioning II
- 428 Clinical Education II
- 435 Imaging Equipment and Quality Control
- 438 Clinical Education III
- 440 Advanced Imaging Modalities & Specialized Procedures
- 441 Sectional Anatomy
- 442 Radiographic Pathology
- 448 Clinical Education IV
- 450 Registry Review
- 458 Clinical Education V
- 468 Clinical Education VI
- 470 Specialized Techniques: Mammography
- 471 Specialized Techniques: Fluoroscopy
- 474 Venipuncture for Contrast Media Administration

PROPOSED TO BE OFFERED AS DISTANCE EDUCATION – CAÑADA COLLEGE**COMPUTER SCIENCE**

- 295 Introduction to Cloud Computing

- 296 Database Essentials in the Cloud
- 297 Compute Engines in Amazon Web Services
- 298 Security in Amazon Web Services

EDUCATION

- 249 Redefining Leadership: Individuals Effecting Change
- 300 Applied Inclusive Strategies

DIGITAL ART & ANIMATION

- 441 Introduction to Video Game Design
- 442 History of Video Games
- 443 Game Design Fundamentals
- 445 3D Game Scripting
- 446 Storytelling with Games
- 447 3D Level Design
- 450 Collaborative Game Production
- 451 Rapid Game Development
- 452 Advanced Game Design
- 455 Indie Game Development & Entrepreneurship

EDUCATION AND HUMAN DEVELOPMENT – EARLY CHILDHOOD EDUCATION

- 223 Infant and Toddler Development

PARALEGAL

- 241 Law Office Management
- 251 Torts
- 252 Civil Litigation and Trial Preparation
- 254 Family Law
- 260 Advanced Legal Research and Writing
- 261 Legal Ethics
- 263 Intellectual Property Law
- 264 Contracts
- 267 Animal Law
- 269 Elder Law
- 272 Immigration Law
- 276 Electronic Litigation and Investigation

PHILOSOPHY

- 190 Contemporary Philosophy
- 240 Introduction to Ethics

PROPOSED PROGRAM ADDITIONS – CAÑADA COLLEGE

Cañada College proposes to offer a Certificate of Achievement, and/or Skills Certificate (up to 11.5 units, not state approved) in the following programs:

COMPUTER SCIENCE

Cloud Computing – Certificate of Achievement (15 units)

DIGITAL ART & ANIMATION

Video Game Design – Certificate of Achievement (33 units)

EDUCATION AND HUMAN DEVELOPMENT – EARLY CHILDHOOD EDUCATION

Inclusion Support – Skills Certificate (10 units)

PARALEGAL STUDIES

Litigation – Certificate of Achievement (18 units)

PROPOSED PROGRAM MODIFICATIONS – CAÑADA COLLEGE

ACCOUNTING

Accounting – AS Degree Program

Accounting – Certificate of Achievement

BUSINESS

Business Administration – AS Degree Program

Business Administration – Certificate of Achievement

Business Management – AS Degree Program

Entrepreneurship and Small Business Management – AS Degree Program

Entrepreneurship and Small Business Management – Certificate of Achievement

Marketing – AS Degree Program

Marketing – Certificate of Achievement

ENVIRONMENTAL SCIENCE

Environmental Science – AS Degree Program

GEOGRAPHY

Geography – AA Degree Program

INTERDISCIPLINARY STUDIES

Interdisciplinary Studies, Option 1, Cañada College Pattern: Natural Science and Mathematics – AA Degree Program

Interdisciplinary Studies, Option 2, Transfer Pattern: Natural Science and Mathematics – AA Degree Program

INTERIOR DESIGN

Home Staging – Certificate of Achievement

Interior Design – AS Degree Program

Interior Design – Certificate of Achievement

Kitchen and Bath Design (Affiliated with NKBA, National Kitchen & Bath Association) –
Certificate of Achievement

KINESIOLOGY, ATHLETICS AND DANCE - KINESIOLOGY

Kinesiology – AA Degree Program

MUSIC

Music – AA Degree Program

PARALEGAL

Paralegal – AS Degree Program

Paralegal – Certificate of Achievement

San Mateo County Community College District

December 12, 2018

This report has been prepared in accordance with SMCCCD Rules and Regulations, Section 6.13.4 and all appropriate laws and regulations.

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College of San Mateo

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College of San Mateo

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College of San Mateo

PROPOSED CURRICULAR ADDITIONS – COLLEGE OF SAN MATEO

COURSE DESCRIPTIONS AND JUSTIFICATIONS

BUSINESS MICROCOMPUTER APPLICATIONS – WINDOWS PLATFORM

117 WINDOWS FUNDAMENTALS (3) (day or evening; distance education)

Justification: This course will be replacing two eight-week courses, BUSW 114/115. It will include the same types of subjects to be covered. The course is being submitted to allow students to register for a three-unit course, rather than two one and one-half unit courses and will provide better continuity and learning.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 838 or ENGL 848 or ESL 400.

Description: This course acquaints students with the proper procedures to manage and organize document storage options for coursework, professional purposes, and personal use. Topics include hardware needs, relationship between versions of Windows, customizing Windows, network capabilities, desktop concepts and organization, OLE, accessory applications file search and management, and updating maintenance and security.

Classification: AA/AS Degree; Certificate; CSU transferable.

385 BUSINESS PRESENTATIONS USING POWERPOINT (3) (day or evening; distance education)

Justification: This course will be replacing two-eight week courses, BUSW 383/384. It will include the same types of subjects to be covered. The course is being submitted to allow students to register for a three-unit course, rather than two one and one-half courses and will provide better continuity and learning.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 838 or ENGL 848 or ESL 400.

Description: Examines the components of effective business presentations, capabilities, and features of business presentation software for the purpose of planning and creating a complete presentation of integrated text and graphics in a slide format. Examines advanced features of PowerPoint, such as customizing templates, animation, and slide show effects, charts, importing templates and clips from MS websites, self-running presentations, and making presentations available to others.

Classification: AA/AS Degree; Certificate; CSU transferable.

DENTAL ASSISTING

730 OCCUPATIONAL SAFETY AND INFECTION CONTROL IN DENTISTRY (1.5) (day or evening)

Justification: This course is needed to educate the dental assistant on all aspects of infection control procedures, safety policies; and compliance issues from regulatory agencies. Previously infection control was addressed briefly as part of every class and vital topics were not included.

Prerequisite: Admission to the Dental Assisting Program.

Recommended Preparation: None.

Description: Topics covered include infection control procedures, safety policies; and compliance issues for dental practice. Also covered are guidelines and standards from regulatory agencies such as the Centers for Disease Control and the Occupational Safety and Health Administration (OSHA) Hazard communication standards.

Classification: AA/AS Degree; Certificate

PROPOSED CURRICULAR INACTIVATIONS – COLLEGE OF SAN MATEO

BUSINESS

- 315 Keyboarding I
- 316 Keyboarding II
- 317 Keyboarding Skill Building

BUSINESS MICROCOMPUTER APPLICATIONS – WINDOWS PLATFORM

- 105 Introduction to Microcomputers
- 530 Introduction to Internet Competency

COMPUTER AND INFORMATION SCIENCE

- 125 Visual Basic I

FIRE TECHNOLOGY

- 796 Emergency Medical Technician: Basic

PROPOSED CURRICULAR MODIFICATIONS – COLLEGE OF SAN MATEO**ART**

- 200 Portfolio Preparation
- 301 Two-Dimensional Design

BIOLOGY

- 102 Environmental Science and Conservation

BUSINESS

- 115 Business Mathematics
- 401 Business Communications

COMPUTER AND INFORMATION SCIENCE

- 110 Introduction to Computer and Information Science
- 111 Introduction to Web Programming
- 113 Ruby Programming
- 114 JavaScript/Ajax Programming
- 117 Python Programming
- 121 UNIX/Linux
- 127 HTML5 and CSS
- 132 Introduction to Databases
- 135 Android Programming
- 140 R Programming for Big Data
- 145 Introduction to DevOps
- 200 Capstone Project
- 254 Introduction to Object-Oriented Program Design
- 255 (CS1) Programming Methods: Java
- 256 (CS2) Data Structures: Java
- 278 (CS1) Programming Methods: C++
- 279 (CS2) Data Structures: C++
- 380 PHP Programming

DIGITAL MEDIA

- 110 Photoshop Fundamentals
- 111 Dreamweaver Fundamentals
- 170 Introduction to Digital Advertising
- 211 Introduction to Graphic Design
- 215 History of Graphic Design

ENGLISH

- 875 English Grammar

FIRE

- 720 Fire Prevention
- 730 Fire Behavior and Combustion
- 740 Building Construction for Fire Protection
- 745 Fire Protection Systems

| | |
|-----|---|
| 748 | Firefighter Safety & Survival |
| 787 | Emergency Medical Technician: Basic - Refresher |
| 793 | Firefighter I Academy |
| 797 | Emergency Medical Technician: Basic |
| 810 | Firefighter Cadet I |
| 811 | Firefighter Cadet II |
| 812 | Firefighter Cadet III |

MANAGEMENT

| | |
|-----|----------------------------|
| 100 | Introduction to Management |
| 215 | Human Resources Management |
| 220 | Organizational Behavior |
| 235 | Supervisory Management |
| 265 | Project Management |

MUSIC

| | |
|-----|--|
| 100 | Fundamentals of Music |
| 292 | Sound Creation: Sampling and Synthesis |

REAL ESTATE

| | |
|-----|------------------------------|
| 105 | Real Estate Investment |
| 110 | Real Estate Practice |
| 121 | Legal Aspects of Real Estate |
| 131 | Real Estate Finance |

PROPOSED TO BE OFFERED AS DISTANCE EDUCATION – COLLEGE OF SAN MATEO**BUSINESS MICROCOMPUTER APPLICATIONS – WINDOWS PLATFORM**

| | |
|-----|---|
| 117 | Windows Fundamentals |
| 385 | Business Presentations Using PowerPoint |

MANAGEMENT

| | |
|-----|----------------------------|
| 215 | Human Resources Management |
| 220 | Organizational Behavior |
| 235 | Supervisory Management |
| 265 | Project Management |

REAL ESTATE

| | |
|-----|------------------------------|
| 105 | Real Estate Investment |
| 110 | Real Estate Practice |
| 121 | Legal Aspects of Real Estate |
| 131 | Real Estate Finance |

PROPOSED PROGRAM ADDITIONS – COLLEGE OF SAN MATEO

College of San Mateo proposes to offer an Associate Degree, Associate Degree for Transfer, and/or Certificate of Achievement (18 units or more, state approved), and/or Certificate of Specialization (fewer than 18 units, not state approved) in the following programs:

BUSINESS

Marketing Specialist – Certificate of Achievement (18 units)

ENGLISH

Creative Writing – Certificate of Achievement (18 units)

PROPOSED PROGRAM MODIFICATIONS – COLLEGE OF SAN MATEO

ART

Art: Art History – Associate in Arts Degree
Art History – Associate in Arts Degree for Transfer
Art History – Certificate of Achievement
Fine Arts: General Studio Art – Associate in Arts Degree
Studio Art – Associate in Arts Degree for Transfer

DIGITAL MEDIA

Digital Media: Graphic Design – Associate in Arts Degree

FIRE TECHNOLOGY

Fire Technology – Associate in Science Degree
Fire Technology – Certificate of Achievement

San Mateo County Community College District

December 12, 2018

This report has been prepared in accordance with SMCCCD Rules and Regulations, Section 6.13.4 and all appropriate laws and regulations.

PREPARED BY: Jennifer Taylor-Mendoza, Vice President, Instruction
Skyline College

APPROVED BY: Jessica Hurless, Curriculum Committee Chair
Skyline College

Kathryn Browne, Academic Senate President
Skyline College

Regina Stanback Stroud, President
Skyline College

PROPOSED CURRICULAR ADDITIONS – SKYLINE COLLEGE

COURSE DESCRIPTIONS AND JUSTIFICATIONS

AUTOMOTIVE TECHNOLOGY

520 AUTOMOTIVE BRAKING SYSTEMS (4.5) (day or evening)

Justification: Automotive brake systems repair is a highly sought after automotive entry-level job position. There is a high demand for educated technicians who know how to work on and solve brake system problems. This course level is designed to be appropriate for concurrently enrolled high school automotive students and will put those students on the path to fulfill those positions and earn an Associate degree.

Prerequisite: None.

Recommended Preparation: AUTO 710 or AUTO 711 with a minimum grade of C, or automotive fundamentals from another educational institution that provides braking and electrical fundamentals as part of the curriculum, or automotive repair work experience.

Description: A study of automotive braking systems. Emphasis will be placed on the theory of operation, diagnosis, and repair of current automotive braking systems and their related components. Preparation for the ASE Certification and California State Brake Inspector licensing.

Classification: AA/AS Degree; Certificate; CSU transferable.

521 MANUAL TRANSMISSIONS, CLUTCHES AND DIFFERENTIALS (4.5) (day or evening)

Justification: The area of manual drivetrains is constantly evolving with new technology. Having a single course that includes all of the manual drivetrain systems provides a comprehensive manual drivetrain education for the students. This course level is designed to be appropriate for concurrently enrolled high school automotive students. This course will be required for the Associate degree in Automotive Technology.

Prerequisite: None.

Recommended Preparation: AUTO 710 or AUTO 711, or equivalent.

Description: A study of manual transmissions/transaxles, clutches and differential operational principles, diagnosis, repair and overhaul. Emphasis will be placed on diagnosis and repair.

Classification: AA/AS Degree; Certificate; CSU transferable.

522 AUTOMOTIVE STEERING, SUSPENSION AND ALIGNMENT SYSTEMS (4.5) (day or evening)

Justification: The automotive field of tires, steering and suspension is in high demand for technicians. This course incorporates the latest electronic advancements in this field and is critical for students seeking to enter this job market or to upgrade their skills in this area. This course level is designed to be appropriate for concurrently enrolled high school automotive students. This is a core course for an Automotive Technician Associate degree.

Prerequisite: None.

Recommended Preparation: None.

Description: Study of automotive tires, wheels, shocks, springs, steering gears and wheel alignment. Everything related to the automotive suspension and steering systems including wheel alignment and tire service with a focus on diagnosis, service and repairs.

Classification: AA/AS Degree; Certificate; CSU transferable.

523 AUTOMOTIVE ELECTRICAL AND ELECTRONIC SYSTEMS (4.5) (day or evening)

Justification: This is a comprehensive, semester-length electrical course providing a cohesive learning experience. This course will incorporate new electrical system designs and the latest diagnostic methods and testing equipment. This course level is designed to be appropriate for concurrently enrolled high school automotive students. This course is a core course for an Automotive Technician Associate degree.

Prerequisite: None.

Recommended Preparation: None.

Description: An in-depth study of entry and advanced level automotive electrical and solid state electronics. Students will quickly move from theory to practical hands-on exercises that will enhance diagnostic skills and test equipment usage. Proper troubleshooting and analysis of wiring diagrams, multimeters, test light and digital storage scope are stressed.

Classification: AA/AS Degree; Certificate; CSU transferable.

920 AUTOMOTIVE BRAKING SYSTEMS (APPRENTICESHIP) (4.5) (day or evening)

Justification: Automotive brake systems repair is a highly sought after automotive entry-level job position. There is a high demand for educated technicians who know how to work on and solve brake system problems. This course is specifically for apprentices who are currently working in the automotive industry

at a union business and will put those students on the path to fulfill those positions and earn an Associate degree.

Prerequisite: This course is specific for indentured apprentices who are members of the Local Machinist Union.

Recommended Preparation: AUTO 710 or AUTO 711 with a minimum grade of C, or automotive fundamentals from another educational institution that provides braking and electrical fundamentals as part of the curriculum, or automotive repair work experience.

Description: A study of automotive braking systems. Emphasis will be placed on the theory of operation, diagnosis, and repair of current automotive braking systems and their related components. Preparation for the ASE Certification and California State Brake Inspector licensing.

Classification: AA/AS Degree; Certificate; CSU transferable.

921 MANUAL TRANSMISSIONS, CLUTCHES AND DIFFERENTIALS (APPRENTICESHIP) (4.5)
(day or evening)

Justification: The area of manual drivetrains is constantly evolving with new technology. Having a single course that includes all the manual drivetrain systems provides a comprehensive manual drivetrain education for the students. This course is specifically for apprentices who are currently working in the automotive industry at a union business and will put the apprentice students on the path to earning an Associate degree.

Prerequisite: This course is specific for indentured apprentices who are members of the Local Machinist Union.

Recommended Preparation: AUTO 710 or AUTO 711, or equivalent.

Description: A study of manual transmissions/transaxles, clutches and differential operational principles, diagnosis, repair and overhaul. Emphasis will be placed on diagnosis and repair.

Classification: AA/AS Degree; Certificate; CSU transferable.

922 AUTOMOTIVE STEERING, SUSPENSION AND ALIGNMENT SYSTEMS (APPRENTICESHIP)
(4.5) (day or evening)

Justification: The automotive field of tires, steering and suspension is in high demand for technicians. This course incorporates the latest electronic advancements in this field and is critical for students seeking to enter this job market or to upgrade their skills in this area. This course is specifically for apprentices who are currently working in the automotive industry at a union business, and it meets our agreement commitment with the Joint Apprenticeship Committee (JAC). This course will put the apprentice students on the path to earning an Associate degree.

Prerequisite: This course is specific for indentured apprentices who are members of the Local Machinist Union.

Recommended Preparation: None.

Description: Study of automotive tires, wheels, shocks, springs, steering gears and wheel alignment. Everything related to the automotive suspension and steering systems including wheel alignment and tire service with a focus on diagnosis, service and repairs.

Classification: AA/AS Degree; Certificate; CSU transferable.

923 AUTOMOTIVE ELECTRICAL AND ELECTRONIC SYSTEMS (APPRENTICESHIP) (4.5) (day or evening)

Justification: This course is a comprehensive, semester-length electrical course providing a cohesive learning experience. This course will incorporate new electrical system designs and the latest diagnostic methods and testing equipment. This course is specifically for apprentices who are currently working in the automotive industry at a union business in agreement with the Joint Apprenticeship Committee (JAC). This course will put the apprentice students on the path to earning an Associate degree.

Prerequisite: This course is specific for indentured apprentices who are members of the Local Machinist Union.

Recommended Preparation: None.

Description: An in-depth study of entry and advanced level automotive electrical and solid state electronics. Students will quickly move from theory to practical hands-on exercises that will enhance diagnostic skills and test equipment usage. Proper troubleshooting and analysis of wiring diagrams, multimeters, test light and digital storage scope are stressed.

Classification: AA/AS Degree; Certificate; CSU transferable.

PROPOSED CURRICULAR MODIFICATIONS – SKYLINE COLLEGE

ART

| | |
|-----|---|
| 117 | Arts of Africa and the African Diaspora |
| 207 | Life Drawing |
| 214 | Color |
| 407 | Sculpture III: Direct Metal |

BUSINESS

| | |
|-----|--------------|
| 201 | Business Law |
|-----|--------------|

INTERNATIONAL BUSINESS

| | |
|-----|-----------------------|
| 210 | International Finance |
|-----|-----------------------|

MUSIC

| | |
|-----|-----------------------|
| 100 | Fundamentals of Music |
|-----|-----------------------|

PROPOSED TO BE OFFERED AS DISTANCE EDUCATION – SKYLINE COLLEGE

ART

214 Color

INTERNATIONAL BUSINESS

210 International Finance

PROPOSED PROGRAM MODIFICATIONS – SKYLINE COLLEGE

ANTHROPOLOGY

Anthropology for Transfer – Associate in Arts Degree for Transfer

BOARD REPORT NO. 18-12-2CA

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Char Perlas, Interim Vice President of Student Services, Cañada College, 306-3236

ACCEPTANCE OF GRANT FROM THE SAGA FOUNDATION TO CAÑADA COLLEGE

Cañada College is a recipient of a \$50,000 grant from the SAGA Foundation. The grant period of performance is from October 11, 2018 to October 11, 2019.

The SAGA Foundation is a private, independent, grant-making organization that reflects the ideals, principles, and goals of its founder, Bill Laughlin. SAGA Foundation partners with nonpartisan, nondenominational, entrepreneurial nonprofit organizations to help them work smarter, reach further, and have lasting impact.

The College's SparkPoint Program will utilize SAGA Foundation funds to expand financial literacy activities and education for veterans and their families at Cañada College. Veterans and their family members will receive free one-on-one financial coaching along with the tools necessary to negotiate the complexities of family budgeting, finance and investing in the future.

This objective will be accomplished in collaboration with Cañada College's Veteran Resource and Opportunity Center (VROC). An action plan, which consists of increasing the Interim Veteran Program Services Coordinator's workload, has been established.

RECOMMENDATION

It is recommended that the Board of Trustees authorize acceptance of the grant funds of \$50,000 from the SAGA Foundation.

BOARD REPORT NO. 18-12-3CA

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Tarana Chapple, Dean of Academic Support and Learning Technologies, College of San Mateo, 574-6572

ACCEPTANCE OF GRANT FUNDS FROM THE CALIFORNIA WELLNESS FOUNDATION

College of San Mateo has been awarded a \$250,000 California Wellness grant. The funding period extends from November 1, 2018 to October 31, 2020.

The purpose of the California Wellness grant is to offer core operating support for Project Change to sustain and strengthen efforts that support the wellbeing and postsecondary educational progress of youth connected to San Mateo County's juvenile justice system. Over the next two years, with the support of California Wellness, Project Change will scale existing services both on campus and inside the juvenile detention facilities. The expansion will include: offering additional college courses with in-person instruction for college and high school credit; on campus support services with an emphasis on student transition and enrollment on campus; support for academic and social service needs: counseling, housing referrals, financial aid support, book, food, and transportation stipends; and transfer support for students preparing to graduate and transition to the university. The scaling would initially be centered at CSM, with eventual expansion of the proposed model across the District based on success.

RECOMMENDATION

It is recommended that the Board of Trustees accept the grant from the California Wellness Foundation for the College of San Mateo Project Change program in the amount of \$250,000.

BOARD REPORT NO. 18-12-4CA

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor-Superintendent
PREPARED BY: Kathy Blackwood, Executive Vice Chancellor, 358-6790

DENIAL OF CLAIM AGAINST THE DISTRICT

On September 3, 2018, the District received a claim from Debra A. Cahn seeking reparation in the amount of \$9,518.35 for medical costs. Ms. Cahn claims she tripped over a concrete barrier in the parking lot near the San Mateo Athletic Club at College of San Mateo on June 2, 2018. Due to the severity of her injury, Ms. Cahn suffered a sprained ankle & subsequent blood clot.

RECOMMENDATION

It is recommended that the Board of Trustees deny the Claim against the District of Debra A. Cahn and refer the matter to the District's insurance and legal advisors.

BOARD REPORT NO. 18-12-100B

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: Regina Stanback Stroud, President, Skyline College, 738-4111

APPROVAL OF SKYLINE COLLEGE EDUCATION MASTER PLAN

In accordance with Title 5 regulations, Skyline College is submitting its Education Master Plan for the Academic Year 2018-2019 through 2022-2023 for the Board's review and approval.

The Plan is attached to this report.

RECOMMENDATION

It is recommended that the Board of Trustees approve the Skyline College Education Master Plan for Academic Year 2018-2019 through 2022-2023.



Skyline
COLLEGE
ACHIEVE



SKYLINE COLLEGE EDUCATION MASTER PLAN

Academic Years 2018/19 – 2022/23

Prepared by:

Office of Planning,
Research and
Institutional
Effectiveness (PRIE)

Table of Contents

| | |
|---|-----------|
| Executive Summary | 4 |
| Introduction | 6 |
| Mission, Vision and Values | 8 |
| Mission Statement..... | 8 |
| Vision Statement | 8 |
| Values Statement..... | 8 |
| Strategic Goals and Initiatives | 9 |
| Strategic Goal 1: Student Completion | 10 |
| <i>Strategies</i> | <i>10</i> |
| <i>Success Factors measured in the Scorecard</i> | <i>10</i> |
| Strategic Goal 2: Transformative Teaching and Learning..... | 10 |
| <i>Strategies</i> | <i>10</i> |
| <i>Success Factors measured in the Scorecard</i> | <i>11</i> |
| Strategic Goal 3: Technology and Facilities..... | 11 |
| <i>Strategies</i> | <i>11</i> |
| <i>Success Factors measured in the Scorecard</i> | <i>11</i> |
| Strategic Goal 4: Internationalized Campus Community..... | 11 |
| <i>Strategies</i> | <i>12</i> |
| <i>Success Factors measured in the Scorecard</i> | <i>12</i> |
| Strategic Goal 5: Strong and Effective Community Partnerships..... | 12 |
| <i>Strategies</i> | <i>12</i> |
| <i>Success Factors measured in the Scorecard</i> | <i>12</i> |
| Strategic Goal 6: Fiscal Stability | 13 |
| <i>Strategies</i> | <i>13</i> |
| <i>Success Factors measured in the Scorecard</i> | <i>13</i> |
| Strategic Goal 7: Professional Recruitment and Retention..... | 13 |
| <i>Strategies</i> | <i>13</i> |
| <i>Success Factors measured in the Scorecard</i> | <i>13</i> |
| Alignment of Program Review Objectives to Strategic Goals | 15 |
| Strategic Goal 1: Student Completion | 15 |
| Strategic Goal 2: Transformative Teaching and Learning..... | 15 |
| Strategic Goal 3: Technology and Facilities..... | 15 |
| Strategic Goal 4: Internationalized Campus Community..... | 16 |
| Strategic Goal 5: Strong and Effective Community Partnerships..... | 16 |

Strategic Goal 6: Fiscal Stability16

Strategic Goal 7: Professional Recruitment and Retention.....16

Skyline College Student Success Initiatives16

1. Skyline College Promise: Promise Scholars Program17

2. Skyline College Promise: Guided Pathways17

3. Skyline College Promise: Meta Majors17

4. Professional Development/ Skyline College Promise: Transformative Teaching and Learning17

5. Equity Training Series (ETS)18

6. Concurrent Enrollment18

7. International Student Program (ISP)18

8. Workforce and Strategic Partnerships.....18

9. Comprehensive Dual Enrollment Program.....18

10. Bay Area Entrepreneur Center (BAEC)19

11. Zero-Textbook Cost (ZTC).....19

12. Online Education19

13. General Education19

14. STEM Center20

15. Associate Degrees for Transfer20

16. Skyline College N.O.W.....20

17. Equity Institute (EI)20

18. Global Learning Programs and Services (GLPS) Division.....20

Aspen Prize21

Update of 2012 Education Master Plan.....21

Context for Education Planning.....22

County Context.....22

Table 1 – College-Wide Headcount by County of Residence.....22

Surrounding Communities23

Figure 2 – Skyline College Median Income in Surrounding Communities.....23

Institutional Context.....24

Environmental Scan.....24

Employment27

Matriculation to Community College27

Distance Education.....27

Skyline College Enrollment and Student Demographics.....28

Enrollment History28

K-12 Connections31

Degrees, Certificates, and Transfer Outcomes33

Degrees and Certificates33

Transfer34

Cost of Attendance and Financial Aid37

Table 6 – Student Estimated Expenses per Academic Year at Skyline College.....37

Table 7 – Student Aid to Full-time, First-time Students at Skyline College38

Skyline College Fiscal and Human Capital Considerations38

Budgets and Resources38

Faculty Resources40

Student Course-Taking Patterns.....40

Productivity and Efficiency42

Developmental Education Courses43

Instructional Program Trends43

Distance Education.....46

Institutional Effectiveness48

Integration of the Education Plan with Existing Planning48

Scorecard.....48

Employee Voice (Survey Data)49

Integrated Planning and Resource Allocation Cycle49

Figure 20 - Integrated Planning and Resource Allocation Cycle.....50

Research on Strong and Emerging Labor Markets51

Regional Labor Market Data and Project Needs.....51

Occupational Employment Projections (Segments)51

Table 16 – Regional Occupational Employment Projections.....51

Fast Growing Occupations52

Table 17 – Fast Growing Occupations in San Francisco and San Mateo Counties52

Most Job Openings53

Table 18 – Occupations with Most Job Openings in San Francisco and San Mateo Counties53

ADDITIONAL RESOURCES54

ENVIRONMENTAL SCAN RESOURCES55

Executive Summary

Skyline College seeks “to empower and transform a global community of learners.” As such, the College aspires to be the community and cultural center for academic, career, and personal growth in northern San Mateo County. To meet the changing and future needs of students and the community for the next five years, this Education Master Plan provides a blueprint of expansion areas for the college and a guide to achieve the college’s strategic goals. It pulls together information gathered through planning documents, research, and discussions and articulates a comprehensive plan for educational programs and services. The successful implementation of the innovative, student-centered strategies outlined in this plan will contribute to Skyline College meeting its goal that students “get in, get through, and graduate on time.”

This Education Master Plan was developed in consultation with both internal and external stakeholders and is informed by multiple sources. It provides an analysis of the student demographic and labor trends in relationship to the service area and suggests implications for both program and service development, implementation, evaluation and modification. It also aligns with the California Community College Chancellor’s Office Vision for Success 2022. Central to this plan’s implementation is an integrated planning, resource allocation and assessment cycle.

Ultimately, this Education Master Plan will provide guidance for the College's Comprehensive Redesign rooted in the Skyline College Promise, which aims to develop a “student ready” institution that addresses the diverse needs of students as they work to achieve their academic and career goals. It will serve as a purposefully driven blueprint to achieve the aspirational institutional goal of 75% of students meeting their educational goals.

Over the next five years, the college will work to improve student outcomes utilizing the following strategies:

- **Guided Pathways:** Implement an academic offering of certificates and degrees organized into Meta Majors that integrate thematic general education bundles, and incorporate wrap-around academic support services to facilitate goal completion.
- **High Impact Practices:** Identify and implement high impact practices that support student learning and promote timely completion of their educational and career goals.
- **Championing of Equity:** Expand activities and efforts that promote equity and an inclusive campus environment by promoting activities and programs that continue to develop the cultural fluency of students, staff, faculty, administration, and community partners as educators.
- **Promise Scholars Program:** Expand the Promise Scholars Program to provide financial, academic, and career development support to full-time enrolled students with the goal of increasing two and three year completion rates. The PSP replicates the City University of New York’s Accelerated Studies in Academic Programs (CUNY ASAP).

- Customer Relationship Management system: Fully implement a Customer Relationship Management (CRM) system as a means for faculty, staff and students to analyze student progress toward their educational goals and evaluate efficient use of resources. Faculty and staff as a result will have the information they need to provide a level of service which is impossible otherwise.
- Affordable Course Materials: Expand Online Educational Resources (OER) and Zero Textbook Cost (ZTC) Resources to remove the common barrier of students not being able to afford books and materials for college courses.
- Computer Access: Increase rentals of Chromebooks for students who do not own a computer or do not have access to a computer in their home.
- Online Instruction: Identify programs in the college which can be offered fully online to increase access to education and boost enrollment.
- Access for Non-traditional Students: Establish Skyline NOW – Nights, Online and Weekends – to cater to the adult population who does not have the time to attend school during the day and could benefit from an accelerated, cohort-based model.
- Labor Market Informed Programming: Strategically look at program prioritization and elimination utilizing labor market statistics.
- Job Placement Services: Develop a comprehensive infrastructure to offer job placement services to current and former students as well as the community.
- Dual Enrollment Expansion: Expand dual enrollment offerings to increase access to education at the high school level and facilitate degree completion by creating a pipeline to Skyline College.
- Early College: Establish an Early College with Jefferson Union High School District.

This Education Master Plan will enable Skyline College to meet its Mission-Vision-Values. Analysis of relevant information and considerable input from stakeholders ensures that Skyline College not only will meet student needs but also remain firmly committed “to empower and transform a global community of learners.”

Introduction

Skyline College has a mission “to empower and transform a global community of learners,” and the institution has a long history of working through a lens of critical consciousness, praxis, and leadership rooted in equity and social justice. Evident throughout the culture and practices at all levels of the institution is a firm belief that social justice, diversity, and equity are essential to providing access to academic excellence. As such, the faculty, staff, administration, and students worked over three years to establish the Comprehensive Diversity Framework in 2013, which outlines the College’s commitment to diversity and academic excellence.

Through the lens of the Comprehensive Diversity Framework, Skyline College continuously examines itself-- our institutional structures, processes, and practices-- to address issues that impact students’ ability to access, progress through, and successfully achieve their educational goals. Through our work, we have recognized that effective equity-minded efforts must intersect with all aspects of the institution; that responsibility for identifying barriers and transforming structures must be both coordinated and shared; and that shifting this paradigm begins with creating an institutional culture that is self-reflective, engages a listening stance, and practices critical inquiry. It is from this space that we partner with students from a strengths-based perspective, where we recognize and honor the cultural wealth, character, skills, and talents that students bring to the campus community. These intersecting practices promote deeper engagement, more innovative approaches, a constantly evolving consciousness, and a greater likelihood for praxis and transformation, that together empower us to be an institution that is “student ready.”

Honoring the communities from which students come is a paramount value and practice for Skyline College. The diversity of the student body, and the vibrant cultural and historical stories that enrich the College, teach us how to be humble and grounded in the local community. With recognitions as a Hispanic Serving Institution (HSI) and an Asian American, Native American, Pacific Islander Serving Institution (AANAPISI), it is with great pride that Skyline College seeks to develop academic programs that promote the educational and career aspirations that are rooted in these distinctions to increase student success and completion rates for diverse student populations.

As educators, we believe that every faculty, staff, and administrator plays a critical role in engaging in critical reflection and evaluation of our policies, practices, and procedures. Driven by data-informed practices, we analyzed the data to begin to understand how students were experiencing Skyline College, which led to confronting the brutal truths:

- Each academic year, only about 58% of Skyline College part-time first-time students are retained from fall to subsequent fall.
- On average, Skyline College students attempt 100 units, complete 80 units and only need 60 units to graduate or transfer.

- After three years, approximately 16% of full-time first-time Skyline College students graduate, an increase over the past few academic years, but still woefully low.

To confront these brutal facts, we've made the Skyline College Promise an institutional priority. The Skyline College Promise is our commitment to empower students to find success at every point in their educational journey, so that they can get in, get through, and graduate on time. By implementing the Skyline College Promise through its three signature components: Meta-majors and Guided Pathways, the Promise Scholars Program and Transformative Teaching and Learning, the college is embarking on a Comprehensive College Redesign that challenges the traditional "college-ready" student framework and replaces it with a "student-ready" institutional approach.

The College is approaching this effort via a college-wide networked community of practitioners (Design Team) to reduce duplication and contradiction of efforts, improve communication and understanding of efforts, and create important "cross-functional" opportunities to strengthen our efforts and bring them to scale as part of a transformation of "business as usual".



Figure 1: The Skyline College Promise Diagram

Mission, Vision and Values

In 2017-2018, the College reviewed the Mission, Vision and Values Statement to assure we still adhered to the same institutional principles and commitments, but also to add new developments such as our new Baccalaureate Degree in Respiratory Care. Below is the revised Mission, Vision and Values, which are the guiding principles of Skyline College.

Mission Statement

To empower and transform a global community of learners.

Vision Statement

Skyline College inspires a global and diverse community of learners to achieve intellectual, cultural, social, economic and personal fulfillment.

Values Statement

Education is the foundation of our democratic society.

Thus:

Social Justice: We are committed to a comprehensive diversity framework that promotes social justice throughout all policies, procedures, and practices of the College.

Campus Climate: We value a campus-wide climate that reflects a 'students first philosophy' with mutual respect between all constituencies and appreciation for diversity. Both instruction and student services are dedicated to providing every student with an avenue to success.

Open Access: We are committed to the availability of quality educational programs and services for every member of our community regardless of level of preparedness, socio-economic status, gender, gender expression, sexual orientation, cultural, religious, or ethnic background, or disability status. We are committed to providing students with open access to programs and responsive student services both in person and online that enable them to advance steadily toward their goals.

Student Success and Equity: We value students' success in achieving their goals, on-time, and strengthening their voices as they transform their lives through their educational experience. We aim to identify and address equity gaps through evidence-based research to ensure that each student has the opportunity to succeed.

Academic Excellence: We value excellence in all aspects of our mission as a comprehensive community college offering preparation for transfer to a baccalaureate institution, workforce and economic development through career technical education programs and certificates, Associate of Arts and Associate of Science degrees, a Baccalaureate Degree, basic skills development, and lifelong learning. We are committed to academic rigor and quality with relevant, recent, and evolving curricula

and well-equipped programs that include new and emerging areas of study. We are dedicated to an educational climate that values creativity, innovation and freedom of intellectual exploration, discovery, thought, and exchange of ideas.

Community Partnerships: We value a deep engagement with the community we serve through collaborating with local school districts, industry, non-profits, government and the arts. Valuing our role as an academic and cultural center, we are dedicated to meeting the needs of the labor market and community.

Participatory Governance: We value just, fair, inclusive, and well understood, transparent governance processes based upon open and honest communication.

Sustainability: We value an institutional culture that is committed to environmental sustainability and justice. We are committed to the tenet of sustainability, “To meet present needs without compromising the ability of future generations to meet their needs.”

Strategic Goals and Initiatives

Skyline College is committed to our strategic goals being grounded in equity-mindedness, social justice, and the valuing of diversity. In Spring 2018, the Skyline College campus community participated in updating its Strategic Goals and Initiatives. The College’s Strategic Goals and Initiatives align with the San Mateo County Community College’s District Strategic Plan (<https://smccd.edu/strategicplan/>) and the California Community College Chancellor’s Office Vision 2022 Goals (<https://vision.foundationccc.org/>).

In June 2018, the Governor and the Legislature established a new funding formula for the California Community Colleges ([AB 1809](#), Chapter 33, Statutes of 2018). In that Statute, colleges/districts are required to establish the following:

1. Local goals that are aligned with the system-wide goals in the Vision for Success
2. Local goals that are numerically measurable
3. Local goals that specify the timeline for improvement

Colleges are required to align their Strategic Goals with the Vision 2022 Goals, as exemplified in Skyline College’s alignment with our Strategic Goals below. The Vision 2022 Goals will be measured through metrics in the Skyline College Scorecard. For more information on the Scorecard, see page 47.

Our Strategic Plan incorporates our approach to teaching and learning, which is to be transformative in the education and lives of our students. Transformative teaching and learning is evident in all of Skyline College’s processes, such as how we realize our Institutional Student Learning Outcomes and drive our professional development, comprehensive program review process and resource allocation. Skyline College develops the scope, quality, accessibility and accountability of instructional and student

service offerings, programs and services, to lead the San Francisco Bay Area region in transferring students, awarding degrees and certificates, and reflecting social and educational equity.

Strategic Goal 1: Student Completion

Skyline College provides a comprehensive and individualized experience to support students so that at least 75% of students complete their educational goals on time.

Strategies

- Comprehensive redesign
- Guided pathways and meta majors
- Transformative teaching and learning
- Promise Scholars Program
- Multiple measures placement
- Major exploration
- Career center and job placement
- Open educational resources (e.g. zero cost textbooks)
- Transportation initiatives
- Food and housing insecurity initiatives
- Women's mentorship and leadership academy

Success Factors measured in the Scorecard

- Increase the number of CCC students annually who acquire associates degrees, credentials, certificates, or special skill sets that prepare them for an in-demand job (Vision 2022 Goal 1)
- Increase the number of CCC students transferring annually to a UC or CSU (Vision 2022 Goal 2).
- Decrease the average number of units accumulated by CCC students earning associate's degrees. (Vision 2022 Goal 3)
- Increase the percent of exiting Career Technical Education (CTE) students who report being employed in their field of study. (Vision 2022 Goal 4)
- Reduce and close equity gaps across all of the above measures through improvements among traditionally underrepresented student groups.(Vision 2022 Goal 5)
- Skyline College Shuttle Ridership
- Promise Scholarships

Strategic Goal 2: Transformative Teaching and Learning

Skyline College's approach to teaching and learning has a transformational impact on students' educational experience and lives.

Strategies

- Innovative pedagogy
- High impact practices

- Student-centered, culturally relevant curriculum
- Learning communities
- Comprehensive professional development
- Center for Transformative Teaching and Learning
- Equity Training Series
- Guided pathways design
- Communities of practice

Success Factors measured in the Scorecard

- Professional Development

Strategic Goal 3: Technology and Facilities

Skyline College implements comprehensive technological solutions that enable students to have agency over their educational experience and empower faculty and staff with the resources to foster student success.

Strategies

- Implementation of a Customer Relationship Management (CRM) System
- Contemporary learning spaces
- Upgrade to smart classrooms
- Capital improvement projects (Building #1- Creative Arts Complex, Building #2-Admissions and Records, Building #5-Academic Support and Learning Technologies, Building #12-Environmental Science Building, Building #14-Children's Center)
- Support services
- Online tutoring
- Universal design
- Improved accessibility for students with disabilities

Success Factors measured in the Scorecard

- Building completion
- Technology support as measured in the Employee Voice Survey results
- Number of smart classrooms
- Number of accessible classrooms
- Number of Annual Program Reports (APP)/ Comprehensive Program Reviews (CPR)/ Administrative Leadership Unit Reviews (ALUR) submitted through SPOL

Strategic Goal 4: Internationalized Campus Community

Skyline College expands international student programs and develops curriculum that reflects global perspectives to promote a global consciousness.

Strategies

- General education redesign
- African Diaspora program
- Ethnic studies classes
- Associate Degree for Transfer for social justice
- New Global Learning Programs and Services Division
- International business classes
- Study abroad programs
- Community travel
- Center for International Trade and Development
- International student outreach/recruitment

Success Factors measured in the Scorecard

- Number of International Students
- Number of participants in study abroad
- Curriculum that has integrated global consciousness

Strategic Goal 5: Strong and Effective Community Partnerships

Skyline College pursues a comprehensive approach to establishing and strengthening K-12, higher education, and community-based partnerships that increase educational access and equity. Skyline College also plays a central role in the preparation of the region's workforce and expands networks and partnerships with businesses, the community and non-profit organizations.

Strategies

- K-12 and High School Partnerships
- Dual and concurrent enrollment
- Outreach efforts
- Middle College
- Dream Center
- Program advisory committees
- President's Council
- Success Summit
- President's Breakfast
- SparkPoint Center
- New Student Equity and Support Program Division
- Bay Area Entrepreneur Center
- Business and industry partners

Success Factors measured in the Scorecard

- MOUs with Local School Districts
- Fundraising for scholarships
- Concurrent Enrollment
- Community Partnerships

Strategic Goal 6: Fiscal Stability

Skyline College maintains sound fiscal stability and strong fiscal reserves.

Strategies

- Align resource allocation to District Strategic Plan
- Effective and productive enrollment management
- Strategic revenue increasing strategies
- Strategic Planning On-Line (SPOL) implementation
- Fiscal management accountability system
- Proactive and strategic budget forecasting and management
- Proactively inform district allocation process
- Proactive and transparent communication of budget processes
- Comprehensive Program Review (CPR) connected to resource allocation

Success Factors measured in the Scorecard

- Balanced Budget
- Enrollment Management Metrics
- SPOL Implementation of APP, CPR and ALURS
- Fiscal budget model that aligns planning and resources

Strategic Goal 7: Professional Recruitment and Retention

Skyline College is a first-choice institution for students, faculty, staff and administration, who reflect the diversity of California and are committed to academic excellence.

Strategies

- Culture of innovation
- Commitment to social justice and equity
- Intentional recruitment strategies
- Clear and transparent leadership
- Communication around governance
- Leadership standards of excellence
- New faculty academy
- Adjunct symposium
- Academic excellence in degrees and certificates
- Guided pathways and focus on completion
- Caliber and quality of faculty and staff
- Staff housing

Success Factors measured in the Scorecard

- Professional Development
- Increased funding for innovation
- Employee Retention

The preceding section examines the College's strategic goals and the success indicators associated with those goals. The following section outlines the programmatic initiatives that are either underway or forthcoming in support of the college's strategic goals.

Alignment of Program Review Objectives to Strategic Goals

As part of our internal institutional effectiveness measures, our campus programs and services engage in Annual Program Review (APP), Comprehensive Program Review (CPR) and Administrative Leadership Unit Reviews (ALUR). The objectives from these reviews also align with the College's Strategic Goals and Initiatives and are considered in the resource allocation process. The data below is an amalgamation of the reviews.

The following are areas that faculty, staff and administrators have identified as opportunities to enhance educational programming for our students, aligned with our strategic goals.

Strategic Goal 1: Student Completion

- Expand the Promise Scholars Program to serve more full-time first-time students at Skyline College and support the technical assistance to scale the program across the SMCCCD
- Ensure the long-term goal of all courses adopting textbook affordability solutions
- Increase equitable outcomes in online courses compared to face-to-face courses
- Offer fully online certificates and degrees to support student access
- Expand online course offerings in English, literature, and communication studies
- Develop an Elementary Education Associate Degree for Transfer
- Create a new Advanced Accounting Certificate
- Create a transfer pathway for health science students
- Complete curriculum design for global trade and logistics

Strategic Goal 2: Transformative Teaching and Learning

- Support efforts to implement AB 705
- Sustain transformative initiatives include Service Learning, Communities of Practice, Lecture Capture and BluePulse
- Ensure professional learning and development support campus efforts that value diverse communities of learners at Skyline College
- Collaborate with faculty and administrators to ensure the success of the Transformative Teaching and Learning component of the comprehensive redesign
- Promote STEM and CTE innovation in the context of the College's comprehensive redesign
- Implement the Sustainability Plan and Climate Action Plan and coordinate sustainability related events on campus

Strategic Goal 3: Technology and Facilities

- Create a library of the future with modern facilities and technology
- Create a welcoming environment in the Veteran's Center
- Create and maintain a STEM Center and FAB lab
- Train students in advanced mechanical ventilation applications in Respiratory Care

Strategic Goal 4: Internationalized Campus Community

- Increase the number of districtwide participants, both faculty and students, in Study Abroad

Strategic Goal 5: Strong and Effective Community Partnerships

- Increase career-focused dual enrollment across partner high schools
- Increase feeder high school enrollment
- Strengthen connections with workforce development and career pathways
- Initiate new ESOL relationships in feeder high schools
- Continue to develop, implement, and assess a comprehensive dual enrollment program with Jefferson Union High School District, South San Francisco Unified School District, and associated high schools
- Work with Fortune 500 technology companies to develop pathways in cyber security

Strategic Goal 6: Fiscal Stability

- Provide adequate resources and guidance to launch the general education redesign to support guided pathways
- Design and implement the Equity Institute at Skyline College as a revenue-generating enterprise that supports the continued development of cultural fluency for community college educators and community/industry partners

Strategic Goal 7: Professional Recruitment and Retention

- Increase engagement of part-time faculty in leadership activities and professional development opportunities

Skyline College Student Success Initiatives

The Education Master Plan enables the College to create priorities for stakeholders by managing growth and aligning new strategic priorities to the strategic goals and initiatives. The recommendations below are intended to support the College in engaging in this work. Each initiative below is part of Skyline College's institutional focus to help students achieve academic success.

The first four pertain to a comprehensive redesign of how the College can best serve students via the Skyline College Promise. The comprehensive redesign is guided by the principle that the campus should be a "student ready" institution which meets the needs of students so that they can succeed. The process of redesigning the campus has been many years in planning, and is coming to fruition. The college redesign, from a student perspective, should make college straightforward and students' goals achievable. Ultimately, more students should complete their degree/ certificate and/or transfer goals in a timely manner.

1. Skyline College Promise: Promise Scholars Program

The Promise Scholars is a comprehensive student support program for first-time, full-time students that provides financial support during the first two years of college in the form of fee waivers, book vouchers, and transportation incentives, and also supports students through graduation with intentional counseling and career development. The program replicates the Accelerated Studies in Associate Programs (ASAP) model, first developed in the City University of New York System, and aims to dramatically increase two-and-three year graduation rates for participating students.

2. Skyline College Promise: Guided Pathways

Guided Pathways provide a structure that ensures the most efficient, meaningful journey to graduation. It provides a path for getting into college, clarifying educational and career goals to create an educational plan, enrolling in intentional course sequences with clearly defined career goals and academic milestones, and accessing instructional and student services support to achieve educational goals.

3. Skyline College Promise: Meta Majors

One manifestation of guided pathways are meta-majors, which are groups of majors that require similar coursework and are easy for students to navigate when they haven't decided on a major yet. Students can pick an umbrella or group of majors and later decide on an exact major. These meta-major groupings enable them to explore their interests while taking classes that they need for their eventual major and fulfillment of general education. The four meta-major areas are: Arts, Language and Communication; Business, Entrepreneurship and Management; Science, Technology and Health; and Society and Education. By helping students clarify their major and career goals, meta-majors should help students to more efficiently reach their educational goals.

4. Professional Development/ Skyline College Promise: Transformative Teaching and Learning

Professional development is integral to all of Skyline College's efforts to support students' educational goals. Professional development strengthens faculty and staff's ability to facilitate learning as well as enables them to engage in lifelong learning. In addition to flex day opportunities, the Center for Teaching and Learning (CTTL) offers professional development throughout the year about topics such as online education, instructional design, high impact practices, culturally conscious teaching and learning models, innovative use of technology, and SLOs and assessment, and are the vehicle through which Communities of Practice confer. The CTTL will play a central role in supporting the college redesign efforts.

5. Equity Training Series (ETS)

As equity-mindedness, social justice, and diversity work is at the core of Skyline College's values and mindset, the campus community continues to strengthen its capacity to incorporate these mindsets into our daily work in support of students. The Equity Training Series (ETS) continues to educate our staff, faculty and administrators on these issues and how to improve our campus climate.

6. Concurrent Enrollment

Skyline College continues to build relationships with local feeder high school districts to create a seamless pipeline from concurrent enrollment at the high school to enrolling at Skyline College.

7. International Student Program (ISP)

Skyline College's International Student Program (ISP) continues to recruit international students to study at the college and to support their educational journey once they initiate their studies. The ISP Program also encourages local students to study abroad.

8. Workforce and Strategic Partnerships

Skyline College is restructuring services, bringing key career and workforce efforts across campus together. This new unit provides leadership across the Strong Workforce Program, Carl Perkins and CTE Transitions Federal Grant efforts, K-12 Pathway Development, Adult Education, Career Services, Career Development as part of Guided Pathways and SAP replication, Job Placement by Meta Major, Cooperative Work Experience, Employer Engagement, the Bay Area Entrepreneur Center, and Regional and Statewide Workforce and Economic Development Grant efforts.

9. Comprehensive Dual Enrollment Program

Skyline College launched a Comprehensive Dual Enrollment Program in fall 2018 across four high school districts in San Mateo County, including Jefferson Union High School District, South San Francisco Unified School District, San Mateo Union High School District and Sequoia Union High School District. Pathways as part of this launch include Automotive, Education/Child Development, Introduction to STEM, College and Career Readiness, Biotechnology, American Sign Language, Small Business Development/Entrepreneurship, Construction Management, Business Development/Entrepreneurship, Construction Management, Solar Design Estimation and Sales and Allied Health. Dual enrollment courses are being delivered at 14 high schools in San Mateo County.

10. Bay Area Entrepreneur Center (BAEC)

The Bay Area Entrepreneur Center (BAEC) is an off-site location that serves Skyline College students, San Bruno and surrounding communities by developing and strengthening access to start up resources, business essentials and educational resources for entrepreneurs and small business owners while increasing student success in the entrepreneurship pathway. Programs such as the start-up incubator program, small business expo week and the bi-annual network and resource summits are all designed to build community and provide guidance and support for entrepreneurs across San Mateo County. The BAEC maintains a strong relationship with the San Bruno Chamber of Commerce and local businesses to provide community members and students with direct access to valuable resources. The BAEC develops a dynamic online presence via its website and several social media platforms. Revenue from client memberships, workshops and funding from grant initiatives assist with supporting the BAEC in its delivery of Skyline College's programs.

11. Zero-Textbook Cost (ZTC)

One of the principle strategies for lowering book costs is through the adoption of zero-textbook costs (ZTC) options, primarily using free open educational resources (OER). Increasing the use of ZTC books at Skyline College will involve two approaches: 1) on an individual course-by-course basis; and 2) on a program level basis (i.e. where all courses in a particular degree or certificate are ZTC). Beginning in 2018, Skyline College began its ZTC Early Adopters Program. The focus of the ZTC Early Adopters Program is to increase the number of open textbooks and electronic Skyline College Library resources used at Skyline College in an effort to reduce students' costs associated with textbooks and help address college affordability for students. The five-year goal is to have 100% of all online courses be ZTC, and 75% of face-to-face courses.

12. Online Education

Skyline College is committed to increasing the number of courses offered online and converting face-to-face degrees and certificates to 100% online. Providing online courses and degrees brings a college education to those that could not otherwise have access to one.

13. General Education

General Education will be made cohesive and meaningful for students by grouping GE courses into themes and contextualizing courses to those themes. In this way, students will be able to engage in learning that is centered on real-world issues (for example: sustainability, identity or social justice) and have the opportunity to explore the interdisciplinary nature of modern real-world issues. Through this contextualization, students will have

the opportunity to derive greater meaning from the GE courses and will ideally understand the relevance of GE to their educational goals.

14. STEM Center

The Skyline College STEM center is a full service hub for the Science, Technology, and Health Meta Major and will bring together academic and student support services in a central area where students can easily access resources for success through their STEM pathway. Services and resources proposed are academic tutoring, counseling services, resource depository for STEM pathways and transfer, hub for internships and work-based learning opportunities, as well as a place where students, staff, and employers can collaborate and build community and supportive connection. All aim at supporting successful academic completion, transfer, and/or industry placement opportunities.

15. Associate Degrees for Transfer

Associate degrees for transfer provide guaranteed admission with junior-level standing into the California State University system for students who wish to complete a Bachelor's Degree. Skyline College offers a total of 24 Associate Degrees for Transfer in various disciplines, and plans on increasing this number.

16. Skyline College N.O.W.

Skyline College Night Online Weekend (N.O.W.) is a new program for working adults aged 25-46, that will be offered nights, weekends and online, beginning in fall 2019. There will be four Associate Degrees for Transfer for students in communication studies, computer science, psychology and business administration.

17. Equity Institute (EI)

The Equity Institute (EI) administers institutional assessments, publishes research and facilitates professional development opportunities for organizations (educational, non-profit, corporate, government) committed to showing up differently in the areas of culture, race, gender and institutional equity. The EI leverages its relationships with Skyline College faculty, staff, administrators and colleagues throughout the nation to develop its evaluative instruments, publications and delivery of professional development experiences. Key Activities include: Equity Academies (4 per calendar year), The Cabinet Roundtable (Bi-Annually), The Equity Summit (Bi-Annually) and Publications.

18. Global Learning Programs and Services (GLPS) Division

The Global Learning Programs and Services (GLPS) Division has three components. The first, the International Student Program, invites students from around the globe to enroll at Skyline College and contribute to the richly

diverse in-class and on-campus formal and informal educational opportunities. Secondly, Skyline College hosts the SMCCCD Study Abroad Program. Through the Study Abroad Program students at each of the colleges in SMCCCD may enroll in Semester Study Abroad, Short-term Study Abroad (approximately 2-week in-country programs), and the Global Internship Program where each student selected for the program spends the summer interning at a company located in one of a selected group of cities around the world. Third, Skyline College developed an instructional program in global trade and import operations. Additionally, GLPS houses the United States Passport Office at Skyline College, which provides members of the Skyline College, SMCCCD, and San Mateo County communities a friendly and efficient environment in which to complete and submit applications for a U.S. passport.

Aspen Prize

As an institution, we are committed to meeting the eligibility for the Aspen Prize, which has been awarded every two years to exceptional institutions since 2011. We will continue to pursue excellence in our ability to meet the Aspen Prize goals. The Aspen Prize recognizes high achievement and performance among community colleges, and recipients are chosen from over 1,000 community colleges nationwide. Focused solely on student access and success, the Aspen Prize recognizes community colleges with exceptional achievements in four areas:

- student learning;
- certificate and degree completion;
- employment and earnings;
- high-levels of access for and success for students of color and low-income students

Update of 2012 Education Master Plan

Skyline College engaged in an extensive planning process to develop the education master plan when it was originally created in 2012. This plan is an update of that process. The Strategic Planning and Allocation Resources Committee and the Office of Planning, Research and Institutional Effectiveness supported the effort beginning with the development of the College Strategic Goals and Initiatives in the 2017-18 academic year, aligning with the District Strategic Goals. Data and information were drawn from internal sources at Skyline College, including our Strategic Planning Online (SPOL) system which houses program review and planning processes and data, the California Community College Chancellor's Office, United States Census Bureau, California Department of Labor, California Department of Education, and other local, state, and federal sources available online. Other institutional surveys conducted by the Office of Planning, Research, and Institutional Effectiveness, such as the Employee Voice Survey, Student Voice Survey, and the Community College Survey of Student Engagement (CCSSE) through the Center for Community College Student Engagement, all inform the formulation of this plan.

Context for Education Planning

County Context

Established in 1969 and located in San Bruno, California, Skyline College is one of three public comprehensive community colleges within the San Mateo County Community College District. The College primarily serves northern San Mateo County and residents drawn from portions of San Francisco, which sits five miles north of the College. The campus consists of 111-acres bounded by residential developments and the Golden Gate National Recreation Area. Brisbane, Colma, Daly City, Millbrae, Pacifica, and South San Francisco are the closest communities to Skyline College.

In the 2017-18 academic year, Skyline College made up approximately 39% of the District's 32,666 student population, with an annual count of 15,508 students, while enrolling over 9,700 students in fall 2017 (CCCCO Data Mart; accessed May 23, 2018). The College boasts a wide array of offerings including but not limited to: preparation for transfer to a four-year university; Associate of Arts and Associate of Science degrees, a baccalaureate degree in Respiratory Care, workforce and economic development through career technical education programs and certificates, basic skills development, and lifelong learning. (SMCCCD Fact Book, 2017-18.)

Table 1 – College-Wide Headcount by County of Residence

San Mateo County is situated between San Francisco County to the north, Santa Cruz to the south, and Santa Clara to the east. The northern portion of Santa Clara county and east side of the San Francisco Peninsula are often referred to as the Silicon Valley, home to many of the world's high technology companies including Adobe Systems, Apple, Cisco Systems, Google, eBay, Oracle, Yahoo!, Facebook and YouTube.

| County | College-Wide Headcount | % |
|----------------------|------------------------|-------------|
| San Mateo County | 7371 | 76.7% |
| San Francisco County | 1466 | 15.3% |
| Alameda County | 192 | 2.0% |
| Santa Clara County | 157 | 1.6% |
| Contra Costa County | 95 | 1.0% |
| Marin County | 89 | 0.9% |
| Other | 235 | 2.5% |
| Total | 9605 | 100% |

Table 1: Skyline College New Student Profile
Source: SAP BusinessObjects Report, accessed Summer 2018

Skyline College plays a key role in expanding postsecondary access and opportunity in the local community. In addition to being a top destination for local feeder high schools in northern San Mateo County, the College has established the Middle College program on campus for high school students and actively works to expand course offerings and strategic partnerships with local high school districts.

As a whole, San Mateo County is remarkably affluent with relatively high levels of educational attainment, however, significant shares of the county experience a different socio-economic reality. While the median household income (in 2016 dollars) is approximately \$99,000 and the median value of owner-occupied housing units is approximately \$845,000, there are neighborhoods within San Mateo County where median family incomes are significantly lower and poverty rates are relatively high (US Census Bureau, 2016). Although surrounded by affluence in one of the wealthiest counties in California, some communities have been hit harder than others. These economic disparities impact Skyline College’s highly diverse student population. Skyline College provides the opportunity through higher education to achieve self-empowerment, personal growth, and financial self-sufficiency. Amid these socio-economic realities, The College’s Mission-Vision-Values and strategic goals set a path to meet these objectives.

Surrounding Communities

Figure 2 – Skyline College Median Income in Surrounding Communities

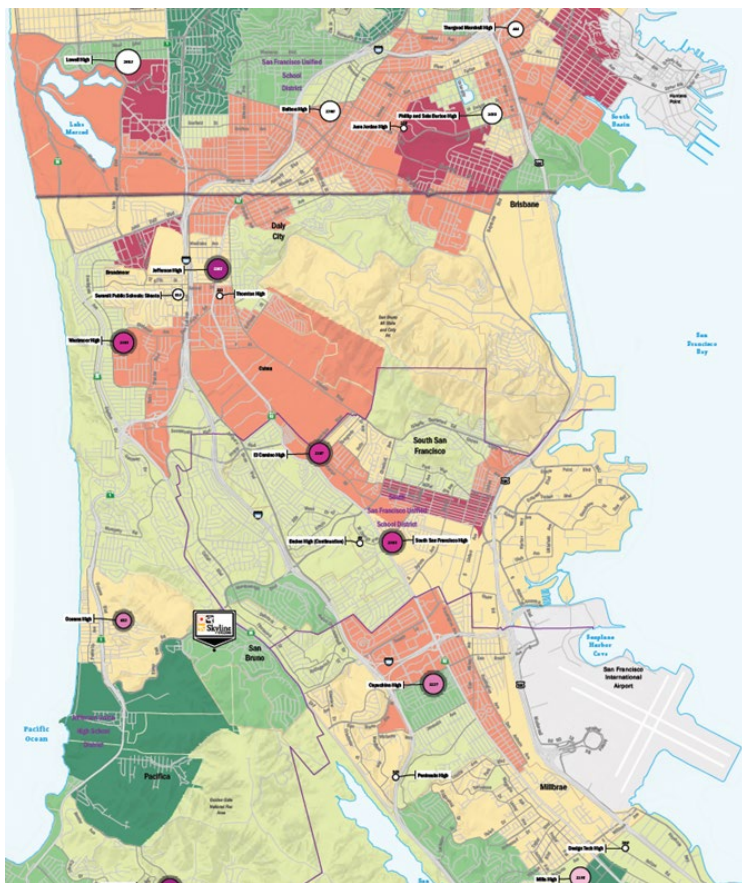


Figure 2: Skyline College Median Income in Surrounding Communities. This map shows student population distribution and key high school and community demographics. Red indicates lower median household income and green indicates higher median household incomes in the college’s surrounding communities. Source: Dynamic Planning + Science Skyline College High School Demographics (Map Excerpt), Fall 2016

Institutional Context

Skyline College has been accredited by the Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges (WASC-ACCJC) since 1971. Skyline College also holds specialized accreditation for many programs: Automotive Program by National Automotive Technicians Education Foundation (NATEF); Business Programs by Accreditation Council for Business Schools and Programs (ACBSP); Central Service Technology Program by International Association of Healthcare Central Service Material Management (IAHCSMM); Cosmetology Program by Board of Barbering and Cosmetology; Emergency Medical Technician Program by San Mateo County Emergency Medical Services Agencies; Massage Therapy Program by California Massage Therapy Council; Paralegal Student Program by American Bar Association; Respiratory Therapy Program by Committee on Accreditation for Respiratory Therapy (CoARC); and Surgical Technology Program by Commission on Accreditation of Allied Health Education Programs (CAAHEP). The College does not operate not-for-credit programs.

Skyline College offers 36 associate degree programs, 24 associate degrees for transfer (ADT), one Bachelor of Science degree and 62 certificate programs. Eight hundred and fifty-eight course sections were offered in fall 2018, almost all of which were convened at its campus at 3300 College Drive in San Bruno. In fall 2018, the college offered 91 online courses and 28 hybrid courses (combining online and on-campus instruction) as well as 10 Learning Communities serving specific populations.

Over the past decade, Skyline College has undergone extensive construction and modernization to meet the needs of the educational and facilities master planning program. The Environmental Science Building will be the first building at Skyline College with a view of the Pacific Ocean. Its academic focus will center on the sciences. The new building will house two 56-seat classroom/laboratories, two 119-seat tiered lecture halls, academic offices, a catering kitchen, lobby and a gallery/event venue with commanding views of the ocean, all of which will create a shared space for educational activity and community events.

Environmental Scan

County Demographics

- California: Population in California will increase by 41 percent from the year 2010 to 2060. San Mateo County's predicted growth rate of 29% is nearly three-quarters of the states forecasted growth. San Francisco County is estimated to grow by 15 percent during this time periodⁱ.
- San Mateo County:
 - Between 2010 and 2020, the number of 18-24 year olds in San Mateo County is projected to increase by 9 percent—growing from 55,956 in 2016 to 60,836 in 2020ⁱⁱ.

- San Mateo County racial and ethnic demographics are as follows: White alone 60.6%, African-American alone 2.8%, American Indian and Alaska Native alone 0.8%, Asian alone 29.6%, Native Hawaiian and other Pacific Islander alone 1.5%, two or more races 4.6%, Hispanic or Latino 24.5%, and White alone, not Hispanic or Latino 39.3% (US Census Bureau).
- From 2010/11 to 2015/16, San Mateo County has seen a 3% increase in the number of high school graduates, from 5,839 to 6,043ⁱⁱⁱ.
- Skyline College:
 - As shown in the map graphic below (Figure 3), an analysis of the racial and ethnic distribution shows that Skyline College is located in a particularly diverse population area characterized by clustering of underrepresented racial and ethnic groups. The ethnicity demographic at Skyline College is as follows: 16.3% Filipino; 18.3% Hispanic; 19.7% White Non-Hispanic; 19.3% Asian; 20.0% Multi-ethnic; 2.9% African-American, 1.4% Pacific Islander, 0.2% American Indian/Alaskan Native; 1.9% are unreported. The multi-ethnic category includes Hispanic students. These demographic characteristics allow the institution to own the status of recognition as a Hispanic Serving Institution (HSI) and an Asian-American, Native-American, Pacific Islander Serving Institution (AANAPISI).

Skyline College Distribution of Racial and Ethnicity Groups

Figure 3 – Distribution of Racial and Ethnic Sub-Groups

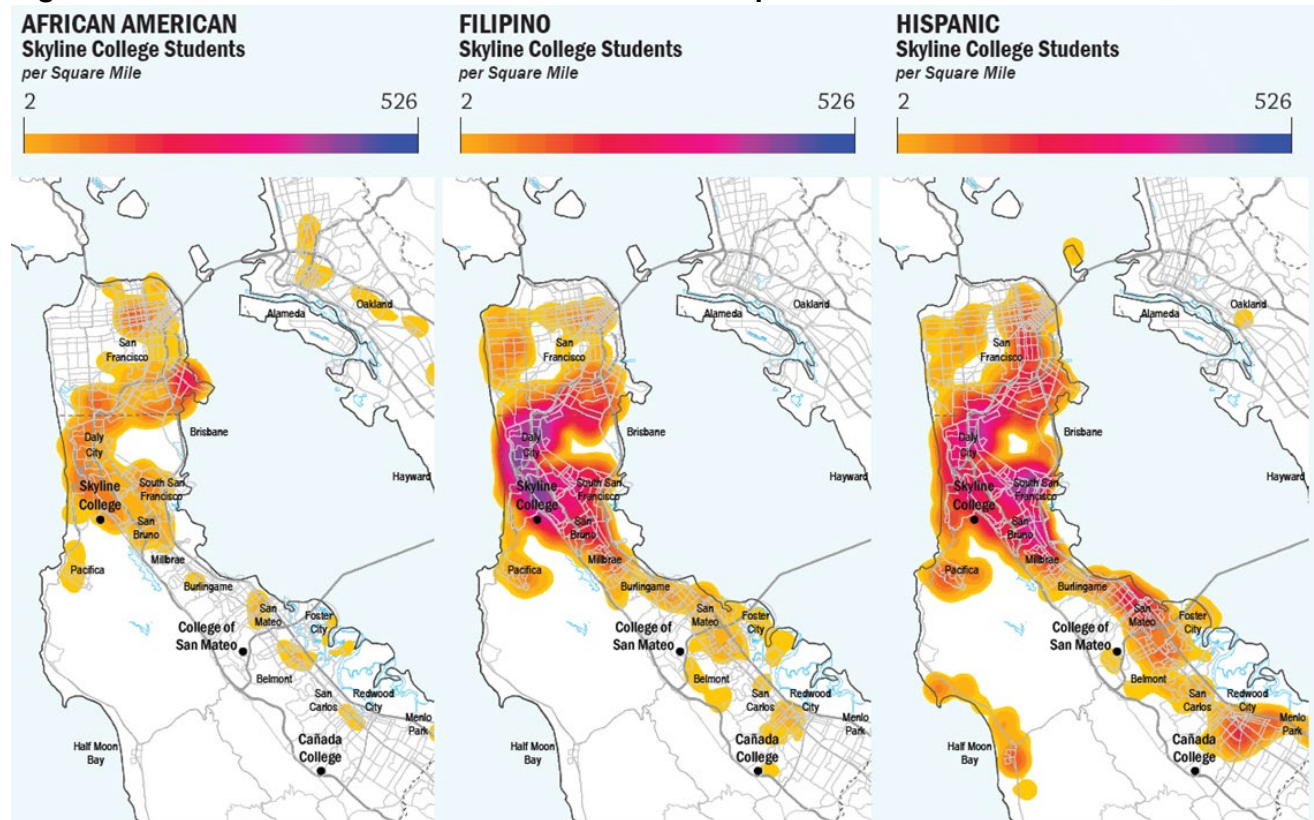
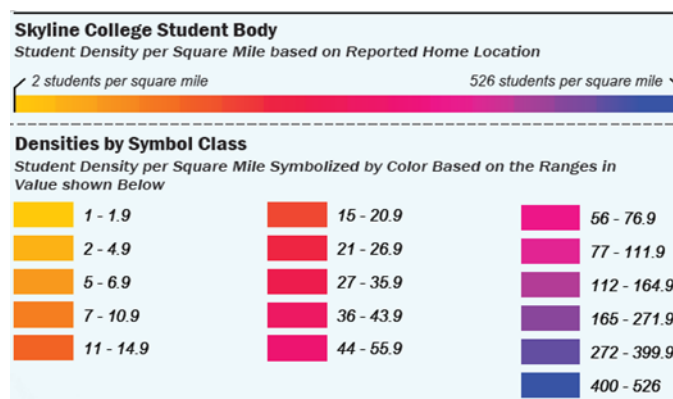


Figure 3: Distribution of Racial and Ethnic Sub-Groups. Yellow (or lighter color) contains less dense population of the listed race/ethnicity group in the area; purple (or darker color) indicates more dense populations of the race/ethnicity groups in the area.



Source: Dynamic Planning + Science Skyline College, Student Distribution (Map Excerpt), Fall 2016

- Local High Schools:
 - The race/ethnicity composition of high school graduates in both San Mateo and San Francisco County has changed in the following ways between 2010/11 to 2016/17: the share of Hispanic/Latino students has increased by 5% in San Mateo and 7% in San Francisco; Asian students have increased by 9% in San Francisco; and White students have decreased by 5% in San Mateo. San Mateo County High School graduate demographics are as follows: 36% Hispanic/Latino, 28% white, 13% Asian, 12% Filipino, 7% two or more races, 2% African-American, and 2% Pacific Islander^{iv}.

Employment

The California Community Colleges Chancellor's Office 2022 Goals require that we place 20% more students into in-demand jobs in the next five years. Our local economy has the following employment opportunities for our students.

- Over 40 percent of projected job openings in San Mateo County in 2020 require an education level of a postsecondary vocational award or higher.^{iv}
- For 2018 there were over 8,000 newly created jobs San Mateo County that require an Associate's Degree.^v
- The top occupations segments driven by new job growth from 2004-2024 in San Mateo County are: business and financial operations; computer and mathematical occupations; architecture and engineering occupations; life, physical and social sciences; community and social services; education, library and training; arts design, entertainment, sports and media; and health care support.^{vi}
- The five segments above represent: 28 percent of current jobs, 32 percent of projected job opening in San Mateo County, and 48 percent of projected job opening from new growth.^{vii}

Matriculation to Community College

Sixty percent of California undergraduates attend community colleges, 14% more than the national average.^{viii} Meanwhile, the number of first-time freshmen entering Skyline College has increased over time to 1,256 first time students in fall 2017 (SMCCCD New Student Profile, SAP BusinessObjects Report, 2018). Westmoor High School, South San Francisco High School, and El Camino High School are the top three "feeder" high schools to Skyline College, which has enrolled over 7,000 students from these three schools from 2013-14 to 2017-18.^{ix}

Distance Education

Distance education will continue to play an important role in enrollment growth. In 2017-2018, a total of 64,309 Full-Time Equivalent Students (FTES) statewide enrolled in

distance education courses only in the California Community Colleges.^x Online enrollment is up 13% for fall 2018 from the preceding fall 2017 semester. This indicates that there are areas of growth potential in distance education (Skyline College Daily Enrollment Report, SAP BusinessObjects Report, 2018).

Skyline College Enrollment and Student Demographics

Enrollment History

- Over time, enrollment levels at Skyline College - as measured by counts of unique students and full-time equivalent students (FTES) – have decreased from 17,461 unique census student headcount and 7,939 FTES in 2013-2014 to 15,508 unique census headcount and 7,107 FTES in 2017-18 (Productivity and Efficiency Report, SAP BusinessObjects Report 2018).
- The majority of Skyline College students, and first-time students in particular, have a goal of obtaining an associate’s degree and/or achieving transfer to a four-year university (83% among first-time students).

Figure 4 – Skyline College Unduplicated Census Headcount

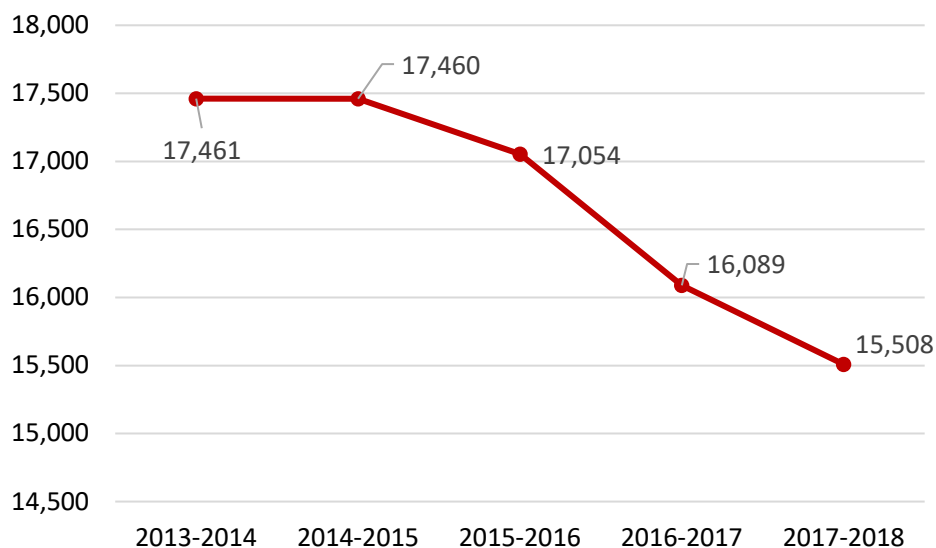


Figure 4: Unduplicated Headcount from 2013-14 through 2017-18
 Source: Skyline College Productivity & Efficiency Report, SAP BusinessObjects Report, 2018

Figure 5 – Skyline College Full-Time Equivalent Students

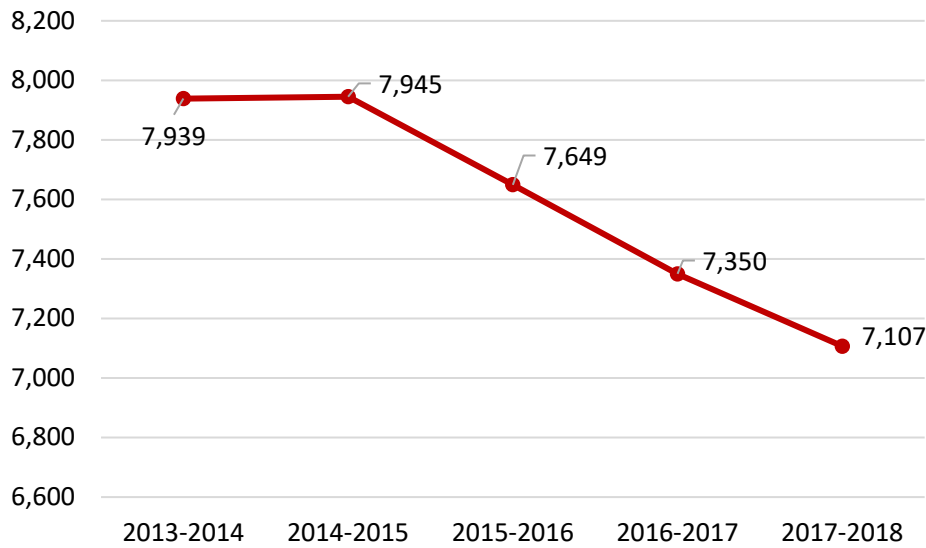


Figure 5: Full-Time Equivalent Students from 2013-14 through 2017-18
 Source: Skyline College Productivity & Efficiency Report, SAP BusinessObjects Report, 2018

Figure 6 – Skyline College Full-Time and Part-Time Enrollment Trends

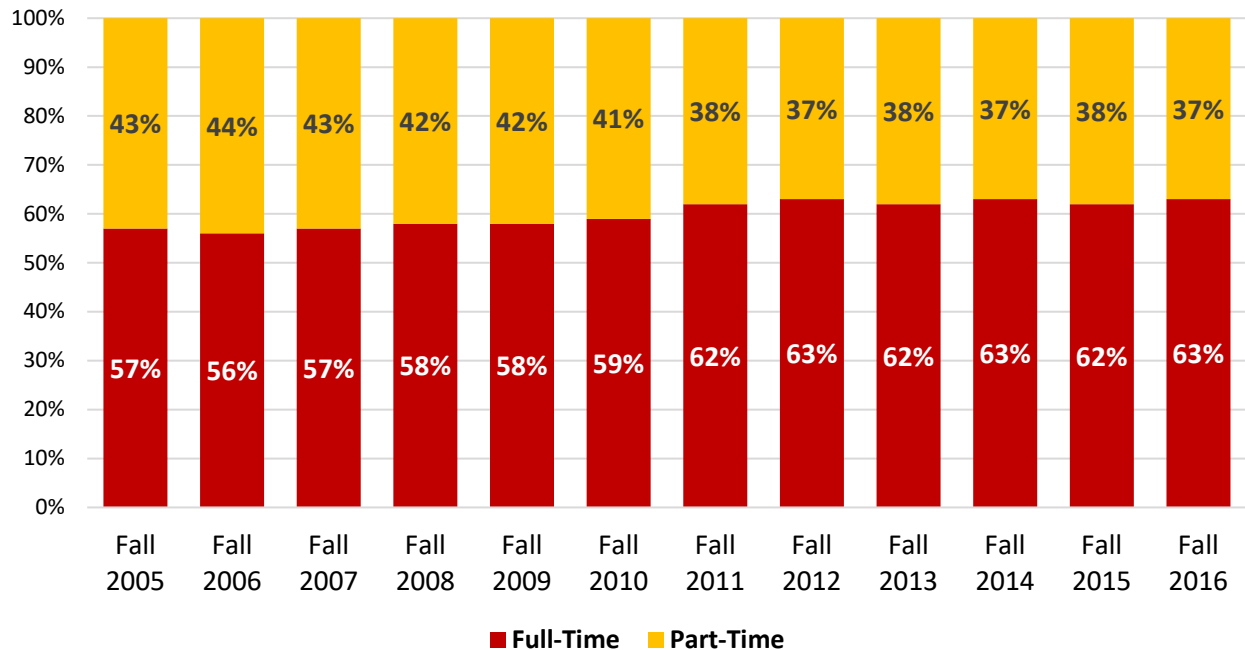


Figure 6: Skyline College Full-time versus Part-time Enrollment from Fall 2005 though Fall 2016.
 Source: SMCCCD Data Warehouse

Over time, full-time enrollment during the fall semester has increased while part-time enrollment has decreased. Specifically, the percent of part-time enrollment at Skyline College decreased by six percent from 43 percent to 37 percent from 2005 to 2016.

Table 2 – Age Distribution of Skyline College Students

| | Fall 2013 | | Fall 2014 | | Fall 2015 | | Fall 2016 | | Fall 2017 | |
|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|
| | n | % | n | % | n | % | n | % | n | % |
| <20 | 2407 | 22.7% | 2573 | 24.9% | 2651 | 26.0% | 2684 | 27.1% | 2729 | 28.4% |
| 20-24 | 4114 | 38.9% | 3943 | 38.2% | 3906 | 38.2% | 3903 | 39.4% | 3673 | 38.2% |
| 25-29 | 1510 | 14.3% | 1481 | 14.3% | 1493 | 14.6% | 1407 | 14.2% | 1371 | 14.3% |
| 30-49 | 1793 | 16.9% | 1743 | 16.9% | 1642 | 16.1% | 1438 | 14.5% | 1432 | 14.9% |
| 50+ | 757 | 7.2% | 592 | 5.7% | 521 | 5.1% | 464 | 4.7% | 408 | 4.2% |
| Total | 10,581 | 100% | 10332 | 100% | 10,213 | 100% | 9,896 | 100% | 9,613 | 100% |

Table 2: Age Distribution of Skyline College Students from Fall 2013 through Fall 2017.
Source: SMCCCD Data Warehouse

Figure 7 – Age Distribution of Skyline College Students

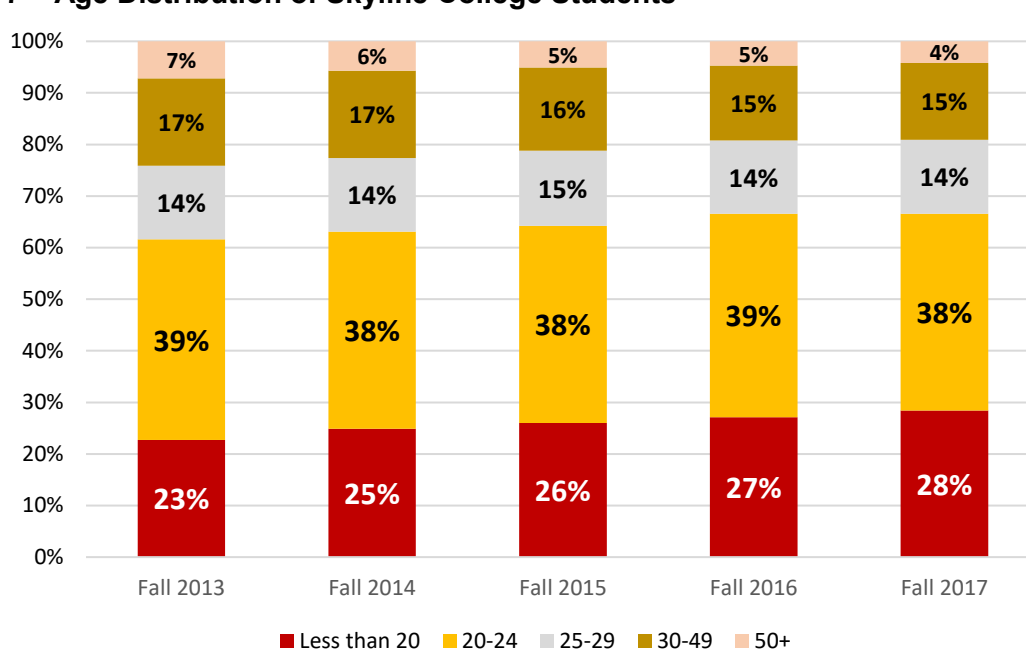


Figure 7: Age Distribution of Skyline College Students from Fall 2013 through Fall 2017
Source: SMCCCD Fact Book 2017

Providing a further foundation to understanding the increase in full-time student enrollment, students in the 24 and under age range now make up a larger share of the total enrollment than they did four years ago: 66% in Fall 2017 compared to 62% in Fall 2013 (Table 2). The trends suggest that Skyline College’s increase in student population is most notably due to an increase in 18-24 year old students who are more likely to enroll full-time. This is largely due to all of the recruitment and outreach efforts at the feeder high schools to increase college-going rates of local high school students.

Figure 8 – Skyline College Race/Ethnicity Demographics

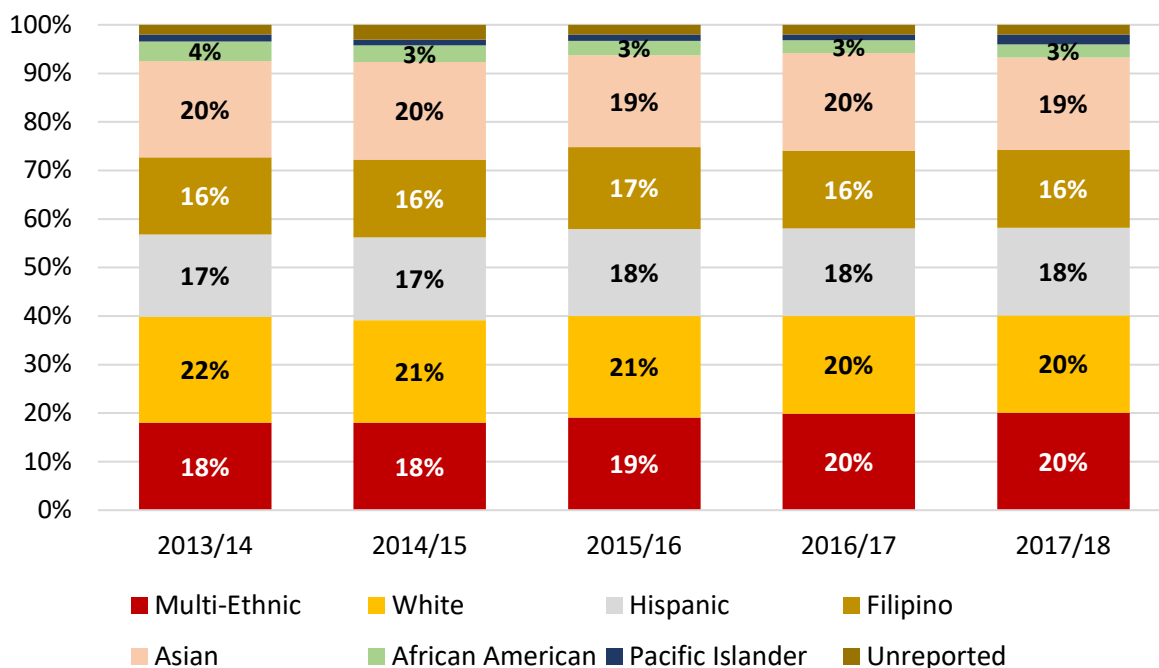


Figure 8: Skyline College Students' Race/Ethnicity from 2013-14 through 2017-18
 Source: SMCCCD Data Warehouse

Disaggregating the enrollment data by race/ethnicity reveals interesting trends in the last ten years. The demographics have been stable, yet all groups have declined in overall raw enrollment numbers, as enrollment has declined by 10%. There has also been a slight decline in white students and a slight increase in Hispanic and multi-ethnic students (among the latter of whom Hispanic students are also included).

K-12 Connections

More students are enrolling at Skyline College immediately after high school, therefore, the 18 to 24-year-old age range is increasing. Even though the number peaked in the 2015-16 year at 7,411, we still had 6,870 students from the three local high school districts enrolled in 2017-18 (Figure 9). One of Skyline College’s strategies is to work with the local school districts to increase the college-going rate of our local feeder high schools. This includes offering concurrent enrollment opportunities for high school students to receive college credits in high school, as well as encouraging them to continue their postsecondary education at Skyline College after high school. In addition, the Hermanos/as program at the high schools, and the Puente Program at Skyline College were the precursors to the Promise Scholars Program, that currently supports efforts to encourage high school graduates to attend college.

In terms of middle school outreach, Skyline College launched the pilot program, Middle School Outreach Project (MSOP), which provides access to information for middle school students at Parkway Heights Middle School, supports them as they transition to South San Francisco High School, and eventually continue the pipeline support as they

transition to Skyline College. In 2015, the Middle School Outreach Project received the J. Russell Kent Award from the San Mateo County School Board Association, for implementing creative leadership and community partnerships for empowering the young people of San Mateo County.

Figure 9 – Skyline College Headcount Trends by Local School District

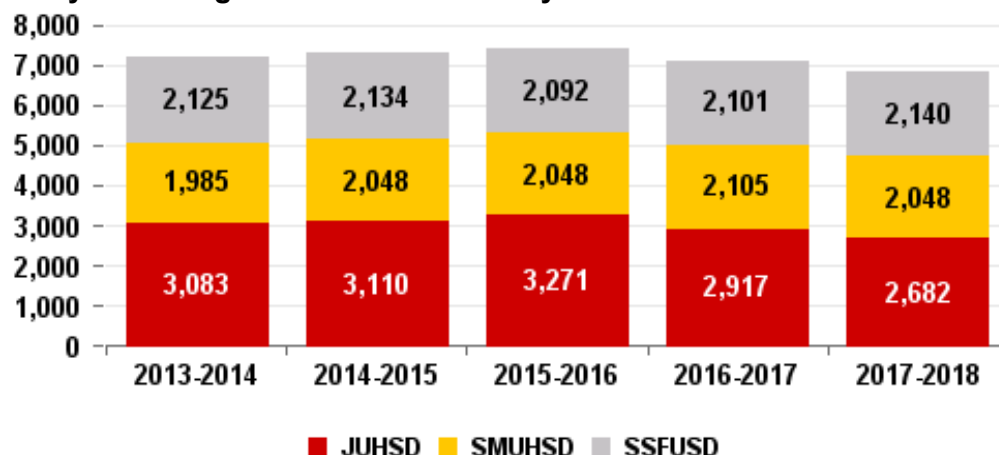


Figure 9: Local High School District Enrollment at Skyline College from 2013-14 through 2017-18
 Source: Data was based on self-reported high school identification via CCCApply

Figure 10 –Skyline College Headcount by Feeder High School

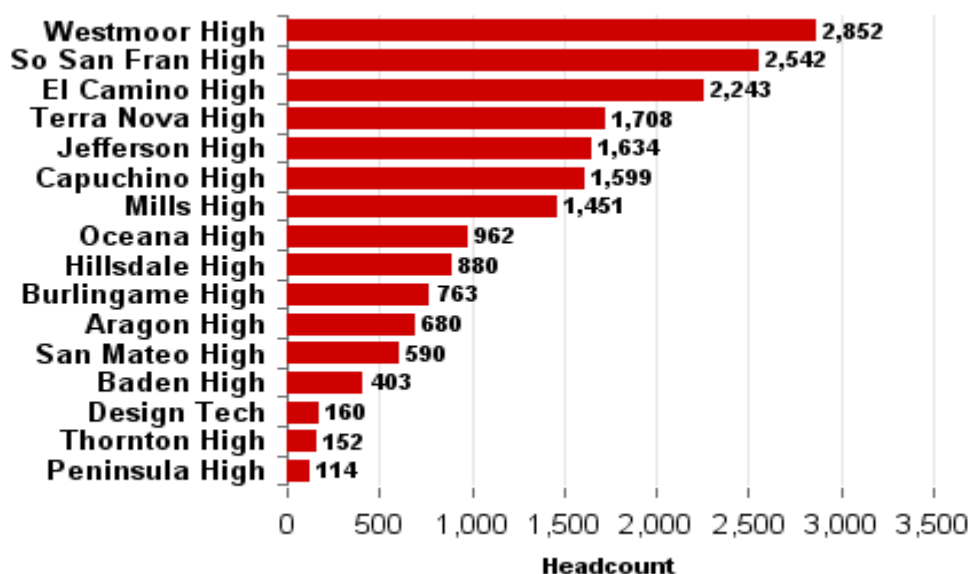


Figure 10: Enrollment at Skyline College by high school from 2013-14 through 2017-18
 Source: Data was based on self-reported high school identification via CCCApply

Westmoor, South San Francisco, and El Camino High Schools are the top feeder schools for Skyline College. The San Mateo County Community College District has entered into Memorandums of Understanding to share data, create concurrent enrollment opportunities on the High School Campuses, and encourage postsecondary enrollment at Skyline College.

Figure 11 – Skyline College First-time Students Fall Enrollment

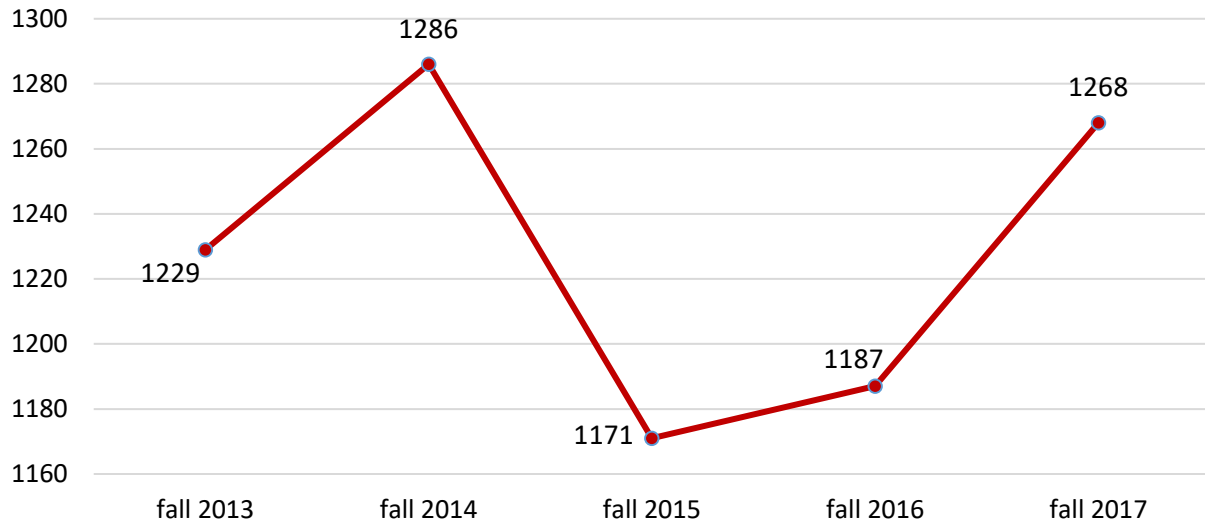


Figure 11: First-time Students Fall Enrollment at Skyline College.
Source: SMCCCD Data Warehouse

First-time fall enrollment has been increasing over the past few years and is expected to increase further as more recruiting for Skyline College’s signature Promise Scholar’s Program continues to increase opportunities for first-time students.

Degrees, Certificates, and Transfer Outcomes

Degrees and Certificates

Figure 12 provides the degrees and certificates granted by Skyline College from 2009/10 to 2017/18, and shows that there has been a notable increase in degrees earned and a decrease in certificates awarded in the 10-year period. In 2009/10, 525 degrees were granted and in 2017/18 that number increased to 823, a 57% increase. Certificates awarded declined from a high of 619 in 2009/10, to 403 in 2017/18. Skyline College has created Associates Degrees and Associate Degrees for Transfer to help increase degree completion and transfer options for Skyline College’s students.

Figure 12 – Skyline College Degrees and Certificates Awards

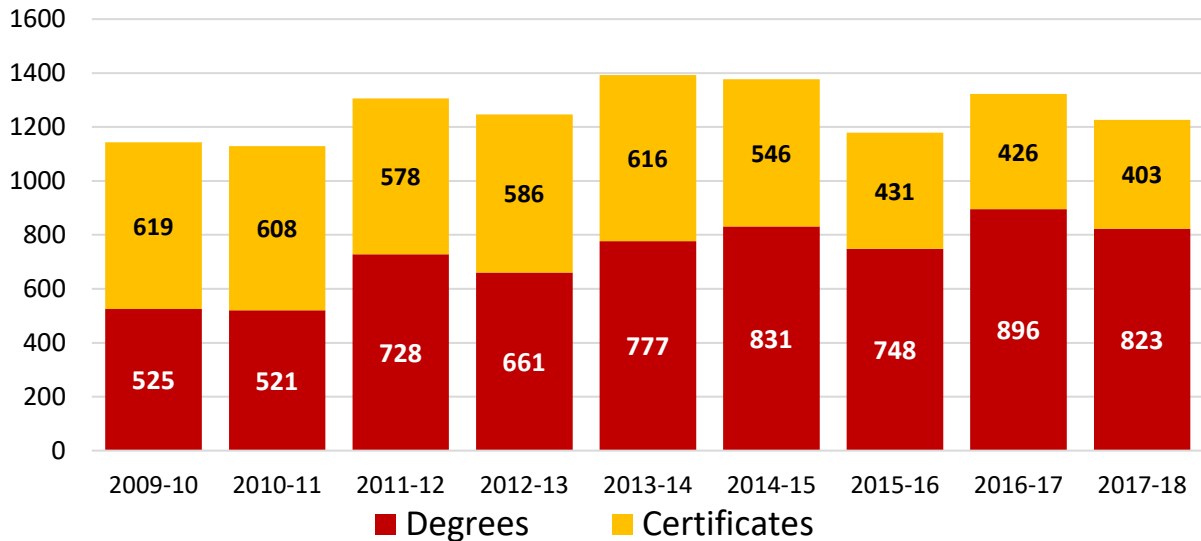


Figure 12: Number of awarded degrees and certificates awarded at Skyline College, 2009-10 through 2017-18.

Source: SMCCCD Data Warehouse, Degrees and Certificated Awarded Report, SAP BusinessObjects Report 2018

Transfer

One of the California Community Colleges’ key missions is to support students’ transfer to four-year institutions. Figure 13 below provides the five-year history of transfer to the CSU and UC systems from Skyline College. UC transfers have ranged from 105 in 2014-15 to a high of 161 in 2017-18, representing a 53 percent increase over the time period. CSU transfers have varied from a high of 518 in 2017-18 to a low of 408 in 2014-15.

Figure 13 – Skyline College Transfers to UC and CSU

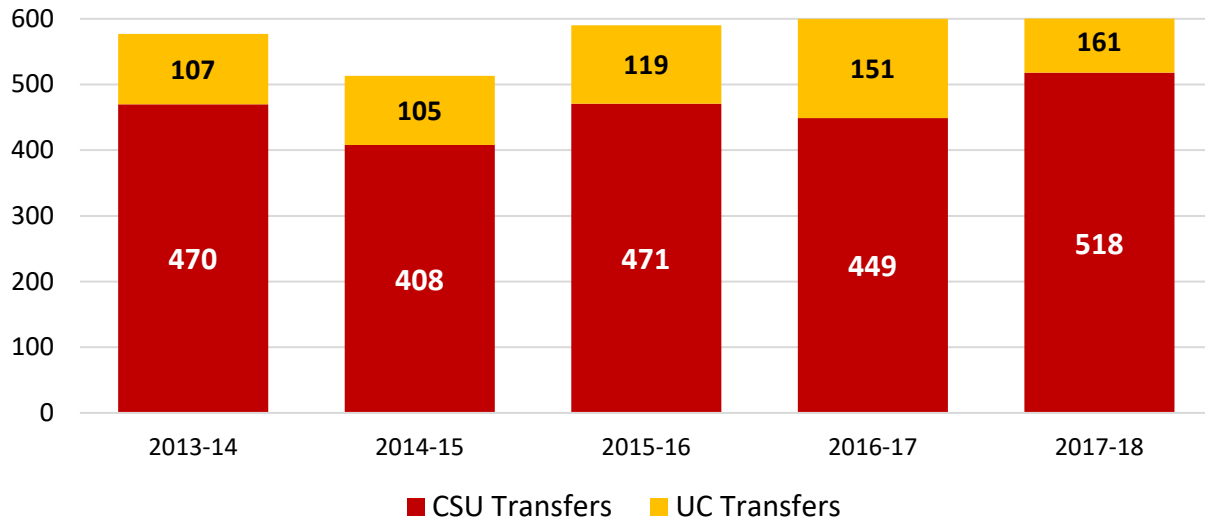


Figure 13: Total number of fall term transfers from Skyline College to California State University and University of California campuses from 2013-14 through 2017-18.

Source: The California State University Analytic Studies and University of California Transfer Fall Admissions Summary

San Francisco State University (SFSU) has consistently been the top California public four-year college to which Skyline College students transfer by a significant margin (see Table 3 and Table 4).

Table 3 – Top Five California State University (CSU) Transfer Destinations

| CSU Campus | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | Total |
|---------------|---------|---------|---------|---------|---------|-------|
| San Francisco | 326 | 288 | 303 | 291 | 346 | 1554 |
| East Bay | 48 | 39 | 60 | 65 | 58 | 270 |
| San Jose | 48 | 32 | 44 | 41 | 54 | 219 |
| Sacramento | 13 | 13 | 9 | 10 | 11 | 56 |
| Chico | 2 | 3 | 12 | 11 | 4 | 32 |

Table 3: Top five CSU Transfers from Skyline College from 2013-14 through 2017-18.
Source: The California State University Analytic Studies Fall Admissions Summary

Table 4 – Top Five University of California (UC) Transfer Destinations

| UC Campus | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | Total |
|------------|---------|---------|---------|---------|---------|-------|
| Davis | 43 | 37 | 48 | 51 | 57 | 230 |
| Berkeley | 24 | 20 | 31 | 34 | 35 | 137 |
| San Diego | 14 | 5 | 12 | 12 | 19 | 65 |
| Irvine | 4 | 3 | 7 | 13 | 13 | 54 |
| Santa Cruz | 8 | 14 | 11 | 16 | 18 | 42 |

Table 4: Top five UC Transfers from Skyline College from 2013-14 through 2017-18.
Source: University of California Transfer Fall Admissions Summary

Students who do transfer to a four-year CSU campus are more likely to major in business-management, with 22% of transfers majoring in business management. Other popular majors include education, psychology, communications, and public affairs (Table 5).

Table 5 – Skyline College (CSU) Transfers by Most Popular Discipline in 2017-18

| Discipline | Headcount | % |
|-----------------------|-----------|-----|
| Business-Management | 74 | 22% |
| Social Sciences | 40 | 12% |
| Education | 28 | 8% |
| Psychology | 26 | 8% |
| Communications | 24 | 7% |
| Public Affairs | 21 | 6% |
| Engineering | 20 | 6% |
| Fine and Applied Arts | 17 | 5% |
| Health Professions | 17 | 5% |
| Information Sciences | 16 | 4% |
| Biological Sciences | 15 | 4% |

Table 5: Most popular discipline at CSU by Skyline College Transfers in 2017-18.
Source: The California State University Analytic Studies

Cost of Attendance and Financial Aid

Table 6 – Student Estimated Expenses per Academic Year at Skyline College

| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|--------------------------------|---------|---------|---------|----------|----------|
| Tuition and fees | | | | | |
| <i>AA/AS/Certificate</i> | | | | | |
| In-state Student | \$1,446 | \$1,446 | \$1,446 | \$1,446 | \$1,462 |
| Out-state-Student | \$7,956 | \$8,016 | \$8,076 | \$8,136 | \$8,692 |
| International Student | \$9,490 | \$9,550 | \$9,436 | \$9,496 | \$10,160 |
| <i>Bachelor Degree</i> | | | | | |
| In-state Student | - | - | - | \$3,966 | \$3,982 |
| Out-state-Student | - | - | - | \$10,656 | \$11,212 |
| International Student | - | - | - | \$12,016 | \$12,680 |
| Books and Supplies | \$1,710 | \$1,764 | \$1,764 | \$1,791 | \$1,854 |
| Housing | | | | | |
| With Parents/Guardians | \$4,518 | \$4,599 | \$4,770 | \$4,968 | \$5,247 |
| Off Campus Housing | \$7,605 | \$7,794 | \$8,190 | \$8,577 | \$9,270 |
| Food | | | | | |
| With Parents/Guardians | - | - | - | - | - |
| Off Campus Housing | \$3,663 | \$3,699 | \$3,780 | \$3,915 | \$4,023 |
| Transportation | | | | | |
| With Parents/Guardians | \$1,179 | \$1,134 | \$1,125 | \$1,107 | \$1,098 |
| Off Campus Housing | \$1,323 | \$1,278 | \$1,269 | \$1,242 | \$1,233 |
| Personal/ Miscellaneous | | | | | |
| With Parents/Guardians | \$3,096 | \$3,132 | \$3,159 | \$3,177 | \$3,276 |
| Off Campus Housing | \$2,844 | \$2,871 | \$2,898 | \$2,916 | \$3,006 |

Table 6: Student estimated expenses per academic year based on 15 units per semester or 30 units per Academic year.

Source: California Student Aid Commission

In addition to tuition and fees, estimated expenses for community college students include books and supplies, room and board, and other cost of living expenses. At Skyline College, the cost of attendance for a full-time California resident in 2017-18 who lived at home was an estimated \$12,937 (Table 6). If the student lived off-campus the cost increased to \$20,848 and if the student was not a California resident the cost was an estimated \$25,078.

In an effort to make college attendance affordable, students look to financial aid resources to offset costs and mitigate financial barriers that impact students. Table 6 demonstrates that in 2015-16, more Skyline College students received grant or scholarship aid or state/local government grant or scholarship aid than any other type of financial aid. Furthermore, the amount of aid in each of these categories decreased between 2014-15 and 2015-16 except for institutional grants or scholarships. In addition

to federal and state aid that is available to students, the Skyline College Community is engaged in raising funds to provide local scholarships to students through the Promise Scholars Program, totaling \$204,000 in 2016-17 and \$240,000 in 2017-18.

Table 7 – Student Aid to Full-time, First-time Students at Skyline College

| | 2012-13 | | 2013-14 | | 2014-15 | | 2015-16 | |
|-----------------------------------|---------|-------------|---------|-------------|---------|-------------|---------|-------------|
| | % | \$ | % | \$ | % | \$ | % | \$ |
| Grants/Scholarship Aid | 59% | \$1,172,938 | 62% | \$1,571,623 | 62% | \$1,261,336 | 50% | \$1,124,196 |
| Federal Grants | 40% | \$806,446 | 40% | \$1,027,122 | 36% | \$792,481 | 28% | \$673,561 |
| Pell Grants | 40% | \$797,796 | 40% | \$1,016,522 | 36% | \$775,881 | 28% | \$655,473 |
| Other Federal Grants | 4% | \$8,650 | 4% | \$10,600 | 8% | \$16,600 | 8% | \$18,088 |
| State/Local Grants/Scholarships | 58% | \$358,697 | 61% | \$528,901 | 60% | \$446,442 | 47% | \$420,397 |
| Institutional Grants/Scholarships | 2% | \$7,795 | 3% | \$15,600 | 3% | \$22,413 | 5% | \$30,238 |
| Student Loan Aid | 2% | \$35,664 | 1% | \$33,446 | 1% | \$19,075 | 1% | \$19,462 |
| Federal Student Loans | 2% | \$35,664 | 1% | \$33,446 | 1% | \$19,075 | 1% | \$19,462 |
| Other Federal Grants | 0% | \$0 | 0% | \$0 | 0% | \$0 | 0% | \$0 |

Table 7: Student Aid to full-time, first-time students at Skyline College from 2012-13 through 2015-16.
Source: IPEDS Data Center

Skyline College Fiscal and Human Capital Considerations

Budgets and Resources

The tables in this section use data from the Integrated Postsecondary Data System (IPEDS) and Peer Analysis System operated by the National Center for Education Statistics. These data are reported annually to IPEDS by each institution. The compiling of such data is complex, and should be interpreted as one lens to provide a foundation for understanding Skyline College's budgets and resources. The revenues and expenditures for Skyline College as reported in IPEDS are summarized in Table 8. IPEDS data were also used to compare Skyline College core revenues per FTE student with other institutions in California that were of similar characteristics¹.

¹ The comparison group includes: Canada College, College of Marin, College of San Mateo, College of the Desert, College of the Redwoods, Compton Community College, Contra Costa College, Hartnell College, Imperial Valley College, Las Positas College, Los Angeles Southwest College, Los Medanos College, Mendocino College, Merced College, Miracosta College, Mission College, Napa Valley College, Ohlone College, Taft College, Victor Valley College, West Los Angeles College, Yuba College. These institutions are comparable in size to Skyline College and report their data to IPEDS according to GASB standards thereby permitting accurate comparisons. Convention holds that size is the first consideration when selecting comparative institutions. Other, subsequent selection criteria might include student demographics, total budgets, etc. A more detailed peer analysis is a direction the College may wish to pursue to confirm the initial data presented here.

Table 8 – Skyline College Revenues and Expenditures

| Revenues and Expenditures | Amount |
|----------------------------------|---------------------|
| Tuition and Fees | \$5,845,762 |
| State appropriations | \$696,835 |
| Local appropriations | \$51,564,339 |
| Government grants and contracts | \$13,018,180 |
| Investment income | \$1,216,672 |
| Other core revenues | \$11,521,554 |
| Revenues Total | \$96,881,522 |
| Instruction | \$32,429,171 |
| Research | \$0 |
| Public service | \$0 |
| Academic support | \$3,832,830 |
| Institutional support | \$14,222,482 |
| Student services | \$10,841,839 |
| Other core expenses | \$10,603,807 |
| Expenditures Total | \$71,930,129 |

Table 8: Skyline College revenues and expenditures in 2016.
Source: IPEDS Data Center

Table 9 – Core Revenues per FTE Student by Source: Fiscal Year 2016

| Source | Skyline College | Median of comparison group |
|---------------------------------|------------------------|-----------------------------------|
| Tuition and fees | \$1,027 | \$819 |
| State appropriations | \$122 | \$3,271 |
| Local appropriations | \$9,059 | \$4,061 |
| Government grants and contracts | \$2,287 | \$4,409 |
| Other core revenues | \$2,024 | \$291 |
| TOTAL | \$14,519 | \$12,851 |

Table 9: Comparison of Skyline College and Median of Comparison Group's core revenues per FTE student by source in Fiscal Year 2016
Source: IPEDS Data Center

Tables 9 indicates that Skyline College receives less state appropriations and government grants and contracts than comparative institutions. This circumstance can

be attributed to San Mateo County Community College District being a Community Supported District that doesn't rely on state appropriations for its core funding. This total difference (-\$5,271) is slightly offset by the greater amounts of revenue received through tuition and fees, local appropriations, and other core revenues (+\$6,939).

Table 10 – Core Expenses per FTE Student by Function: Fiscal Year 2016

| Category | Skyline College | Median of comparison group |
|-----------------------|-----------------|----------------------------|
| Instruction | \$5,697 | \$5,526 |
| Academic support | \$673 | \$1,015 |
| Institutional support | \$2,499 | \$2,037 |
| Student services | \$1,905 | \$2,083 |
| Other core expenses | \$1,863 | \$2,762 |
| TOTAL | \$12,637 | \$13,423 |

Table 10: Comparison of Skyline College and Median of Comparison Group's Core Expenses per FTE student by function in Fiscal Year 2016
Source: IPEDS Data Center

Faculty Resources

In fall 2017, 136 full-time faculty members and 221 part-time faculty members delivered 858 course sections. Table 11 demonstrates that census enrollment has been declining steadily since Fall 2013 and by Fall 2017 decreased by 13%.

Table 11 – Skyline College Sections Taught and Enrollment

| | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Total Sections | 908 | 905 | 828 | 894 | 858 |
| Total Census Enrollments | 26,475 | 25,566 | 24,759 | 24,083 | 22,976 |

Table 11: Skyline College total section taught and total census enrollment in Fall terms, Fall 2013 through Fall 2017
Source: Skyline College College-wide Program Data

Student Course-Taking Patterns

Figure 14 shows that full-time faculty represent the majority of the instructors in sections taught between 8:00 a.m. to 12:00 p.m. while part-time faculty instructors are in the majority during other times of day, particularly during the evenings. In the Strategic Enrollment Management Plan, we will be exploring offering courses during times when students need them to maximize their ability to get in, get through, and graduate on time.

Figure 14 – Skyline College Full-time and Adjunct Faculty Teaching Hours

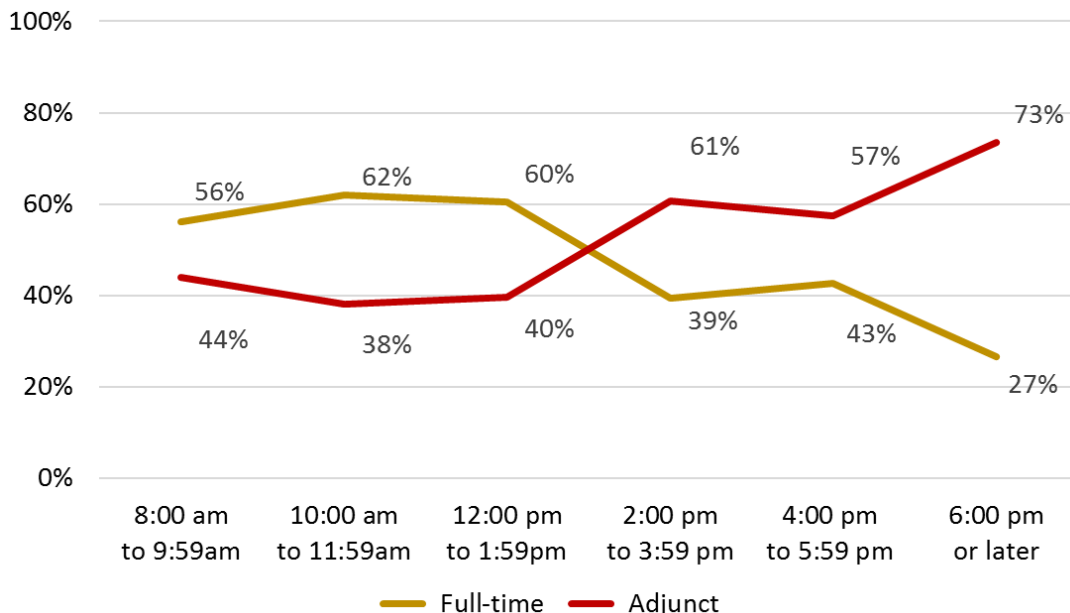


Figure 14: Distribution of Full-time Faculty and Adjunct Faculty by Teaching Hours

Table 12 – Skyline College Student Traffic Flow Chart

| TIME | MON | TUE | WED | THU | FRI | SAT | SUN |
|------------|------|------|------|------|------|-----|-----|
| Before 8AM | 62 | 46 | 62 | 46 | 46 | 0 | 0 |
| 8AM | 1220 | 1516 | 1203 | 1535 | 877 | 33 | 0 |
| 9AM | 2442 | 2893 | 2414 | 2872 | 1716 | 431 | 100 |
| 10AM | 2719 | 2257 | 2728 | 2222 | 2030 | 431 | 100 |
| 11AM | 2543 | 2259 | 2497 | 2211 | 1960 | 376 | 100 |
| 12PM | 2435 | 2680 | 2388 | 2610 | 1500 | 376 | 100 |
| 1PM | 1741 | 1538 | 1758 | 1560 | 909 | 281 | 100 |
| 2PM | 1043 | 903 | 1085 | 936 | 457 | 226 | 87 |
| 3PM | 557 | 714 | 623 | 793 | 117 | 203 | 87 |
| 4PM | 339 | 454 | 405 | 527 | 113 | 203 | 87 |
| 5PM | 390 | 336 | 358 | 378 | 60 | 194 | 87 |
| 6PM | 911 | 1105 | 875 | 782 | 75 | 0 | 0 |
| 7PM | 1155 | 1303 | 1093 | 971 | 80 | 0 | 0 |
| After 7PM | 955 | 1132 | 923 | 865 | 80 | 0 | 0 |

Table 12: Skyline College student traffic flow chart at Skyline College in Fall 2017
Source: SMCCCD Data Warehouse

Table 12 is a visualization of student course-taking patterns at Skyline College. Each count represents the unduplicated number of students enrolled in a fall 2017 Skyline College course which meets at or overlaps with the corresponding day and time. For

example, students taking a class which meets on Monday between 10:00AM and 11:15AM are counted in both 10:00AM and 11:00AM blocks. Time blocks with 1000-1999 unduplicated student headcounts are colored gray. Time blocks with 2000 or more unduplicated student headcounts are colored yellow. Table 12 illustrates the concentration of student course-taking activity on campus occurs between Monday through Thursday from 9am to 12pm. Student traffic flow data will be explored further in the forthcoming Strategic Enrollment Management Plan to determine meeting student need for completion.

Productivity and Efficiency

Skyline College operates as efficiently as possible, measuring the following indicators of full-time equivalent faculty and full-time equivalent ratios. Load is an indicator of instructional efficiency, because it measures productivity.

Table 13 – Skyline College Enrollment Productivity and Efficiency

| Academic Year | Census Enrollment | FTEF | FTES | Load | Sections |
|-------------------------|-------------------|------------|--------------|------------|--------------|
| 2012/13 | 17,553 | 420 | 8,177 | 584 | 2,062 |
| 2013/14 | 17,461 | 431.3 | 7,939 | 552 | 2,153 |
| 2014/15 | 17,460 | 432.7 | 7,945 | 551 | 2,098 |
| 2015/16 | 17,054 | 416.6 | 7,649 | 551 | 1,963 |
| 2016/17 | 16,089 | 429.8 | 7,350 | 513 | 2,060 |
| 2017/18 | 15,498 | 408.2 | 7,182 | 528 | 1,932 |
| Six-Year Average | 16,852 | 423 | 7,707 | 547 | 2,044 |

Table 13: Skyline College enrollment productivity and efficiency data from 2012-13 through 2017-18.

Source: SAP BusinessObjects Report, 2018

For definitions, see appendix ^{xii}

Developmental Education Courses

Enrollment has been steadily decreasing in developmental courses over the past few years. With the passage of Assembly Bill (AB) 705, all students are expected to reach college level mathematics and English within one year of starting college. Given the new directive by the California Community College Chancellor’s Office to use multiple measures and other methods of placement into college level mathematics and English, and existing multiple measures placement processes and acceleration efforts, the number of students taking developmental courses has been declining, and is expected to decline going forward.

Figure 15 – Skyline College Basic Skills Education Course Enrollments

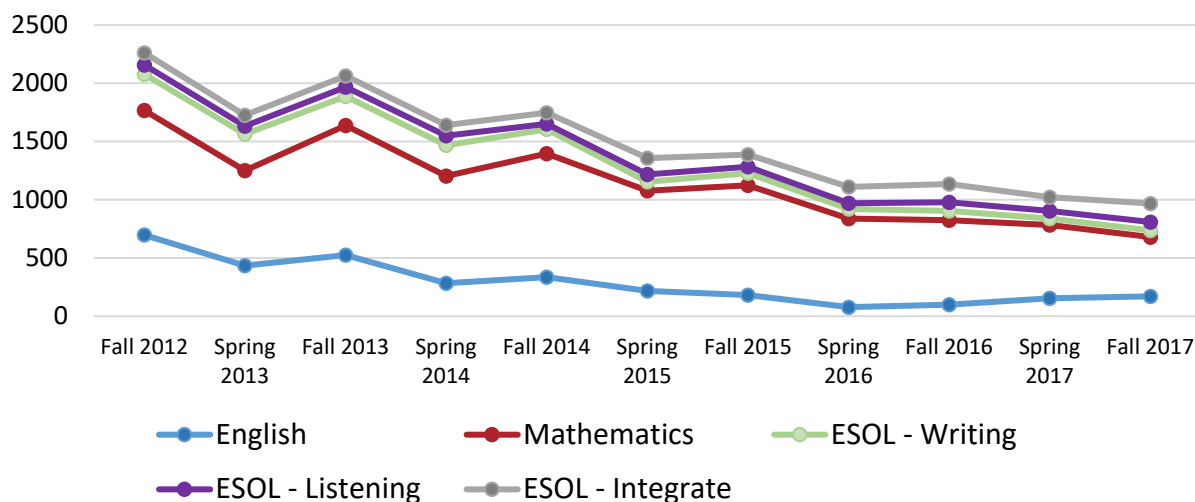


Figure 15: Skyline College basic skills courses enrollments trends for fall and spring terms from Fall 2012 through Fall 2017.

Source: California Community College Chancellor’s Office Datamart

Instructional Program Trends

The following tables represent changes in programmatic enrollment from 2012-13 through 2016-17. Skyline College follows enrollment changes over time as well as market demand for jobs. The forthcoming Enrollment Management Plan will describe in detail the trajectory of enrollment patterns of students at Skyline College.

Table 14 – Instructional Programs Trending Upward in FTES, 2012-13 - 2016-17

| Instructional Programs | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | Percent Change |
|---|----------------|----------------|----------------|----------------|----------------|-----------------------|
| Psychology | 340.6 | 334.1 | 325.3 | 332.5 | 353.3 | 6% |
| Automotive Technology | 327.5 | 329.3 | 310.1 | 254.6 | 259.4 | 2% |
| Communication Studies | 159.2 | 276.4 | 219.3 | 207.5 | 218.4 | 5% |
| Astronomy & Physics | 153.3 | 161.9 | 166.4 | 183.8 | 195.7 | 7% |
| Economics | 130.9 | 122.1 | 114.3 | 107.3 | 126.9 | 18% |
| Counseling | 59.9 | 80.8 | 100.5 | 100.3 | 106.3 | 6% |
| Respiratory Therapy | 72.1 | 77.8 | 65.6 | 64.2 | 73.1 | 14% |
| Anthropology | 76.2 | 56.7 | 63.7 | 67.9 | 72.7 | 7% |
| Varsity Athletics | 58 | 61.3 | 61.9 | 57.4 | 59.3 | 3% |
| Emergency Medical Care | 70.3 | 70.8 | 56.6 | 56.9 | 59.9 | 4% |
| Paralegal | 24.0 | 15.3 | 20.2 | 19.2 | 25.2 | 31% |
| Literature | 16.4 | 11.23 | 16.3 | 17.3 | 20.3 | 17% |
| Computer Science | 10.8 | 5.35 | 16.4 | 16.3 | 17.5 | 8% |
| Energy Systems Technology Management | - | 11.7 | 12.7 | 12.7 | 15.7 | 23% |
| Family & Consumer Sciences | 36.5 | 20.3 | 20.3 | 9.5 | 10.7 | 13% |
| Humanities | 11.7 | 16.1 | 9.6 | 1.2 | 2.7 | -140% |
| Education | 2.2 | 1.5 | 1.2 | 1.7 | 2.7 | 57% |

Table 14: Instructional programs with an upward increase in FTES from 2012-13 through 2016-17
Source: Skyline College Program Data

Table 15 – Instructional Programs Trending Downward in FTES, 2012-13 - 2016-17

| Instructional Programs | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | Percent Change |
|--|----------------|----------------|----------------|----------------|----------------|-----------------------|
| Mathematics | 1,024.55 | 1,055.46 | 1,065.76 | 1,087.33 | 1,056.35 | -3% |
| Biology | 636.17 | 612.18 | 617.87 | 643.64 | 615.89 | -4% |
| English | 624.59 | 686.98 | 647.52 | 605.96 | 579.98 | -4% |
| Kinesiology | 554.33 | 508.34 | 486.92 | 433.1 | 413.48 | -5% |
| History | 342.75 | 363.47 | 376.61 | 357.29 | 337.51 | -6% |
| Chemistry | 276 | 272.45 | 301.06 | 308.08 | 294.95 | -4% |
| Art | 376.09 | 300.24 | 296 | 276.2 | 264.7 | -4% |
| Accounting | 219.63 | 200.95 | 220.12 | 212.21 | 185.55 | -13% |
| Business | 244.99 | 254.86 | 224.37 | 198.13 | 184.68 | -7% |
| Cosmetology | 260.66 | 209.34 | 190.63 | 210.72 | 173.31 | -18% |
| Music | 248.86 | 253.87 | 240.94 | 199.48 | 167.83 | -16% |
| Early Childhood Education | 181.2 | 162.73 | 188.89 | 180.01 | 167.47 | -7% |
| World languages | 134.15 | 145.62 | 137.14 | 128.63 | 126.63 | -2% |
| Political Science | 100.25 | 93.37 | 101.45 | 94.63 | 85.25 | -10% |
| Philosophy | 98.37 | 92.86 | 90.46 | 88.53 | 78.17 | -12% |
| Dance | 76 | 73.5 | 64.17 | 75.22 | 73.71 | -2% |
| Cooperative Education | 94.27 | 86.52 | 80.4 | 84.6 | 71.68 | -15% |
| Environmental & Earth Sciences | 64.87 | 61.05 | 76.65 | 77.8 | 68.35 | -12% |
| Administration of Justice | 73.22 | 77.07 | 62.12 | 71.48 | 60.53 | -15% |
| Surgical Technology | 40.56 | 50.51 | 77.13 | 48.6 | 48.45 | -0% |
| NETX, TCOM* | 60.55 | 44.23 | 47.6 | 53.92 | 47.4 | -12% |
| Health Science | 98.76 | 68.17 | 63.19 | 65.24 | 41.32 | -36.70% |
| Real Estate | 36.94 | 36.79 | 41 | 45.48 | 31.78 | -30.10% |
| Geography | 10.9 | 14.5 | 31.02 | 32.25 | 28.35 | -12% |
| Medical Assisting | 47.47 | 35.16 | 43.57 | 51.08 | 25.01 | -51% |
| Business Computer Systems & Management | 105.11 | 80.07 | 54.27 | 36.15 | 23.83 | -34% |
| Journalism | 18.67 | 15.93 | 16.02 | 17.2 | 16.43 | -4% |
| Electronics | 24.73 | 25.36 | 24.37 | 23.62 | 16.2 | -31% |
| Sociology | 3.15 | 2.52 | 2.88 | 6.7 | 6.28 | -6% |
| Drama | 9 | 12.42 | 12.01 | 6.51 | 4.3 | -34% |
| *Network Engineering Technology/ Telecommunications & Network Information Technology | | | | | | |

Table 15: Instructional programs with a decrease in FTES from 2012-13 through 2016-17

Source: Skyline College Program Data

Distance Education

Figure 16 shows that enrollment in distance education courses has decreased since Spring 2016 at Skyline College, yet as a whole, distance education is an area of enrollment increase for the College. Skyline College will continue to be strategic about creating opportunities for students to study online. Psychology and Accounting are two subjects in which students most often sign up for distance education courses (Figure 17).

Figure 16 – Distance Education Enrollments at Skyline College

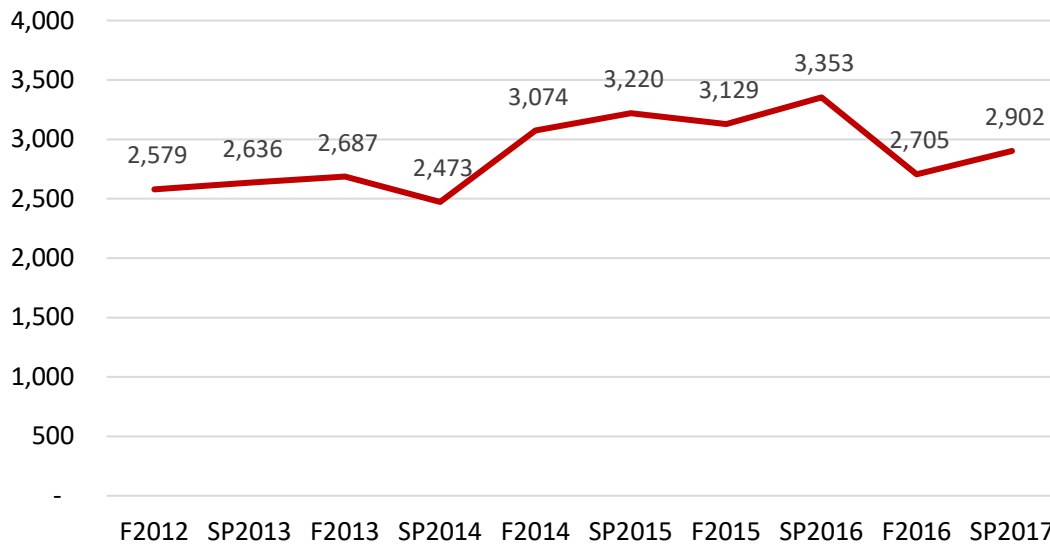


Figure 16: Distance education enrollments at Skyline College, Fall 2012 through Spring 2017
Source: Skyline College Program Data, Spring 2018

Figure 17 – Distance Education Enrollments by Program at Skyline College

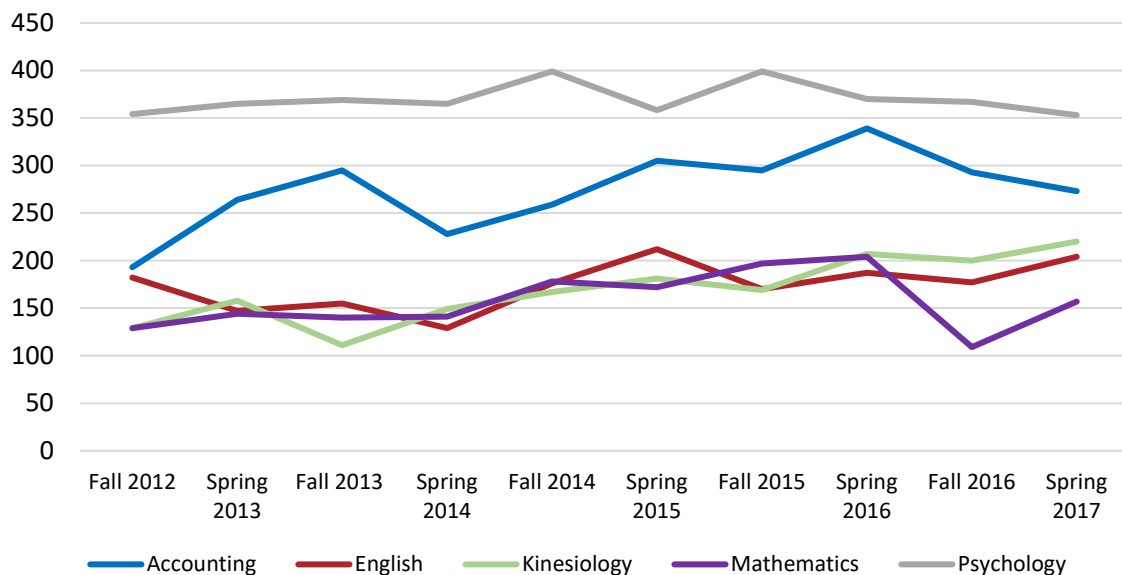


Figure 17: Distance education enrollments by program at Skyline College, Fall 2012 through Spring 2017

Source: Skyline College Program Data, Spring 2018

Figure 18 shows that student enrollment has declined during evening courses since Fall 2013 while day time enrollment activity has remained relatively steady.

Figure 18 – Skyline College Student Enrollment by Time of Day

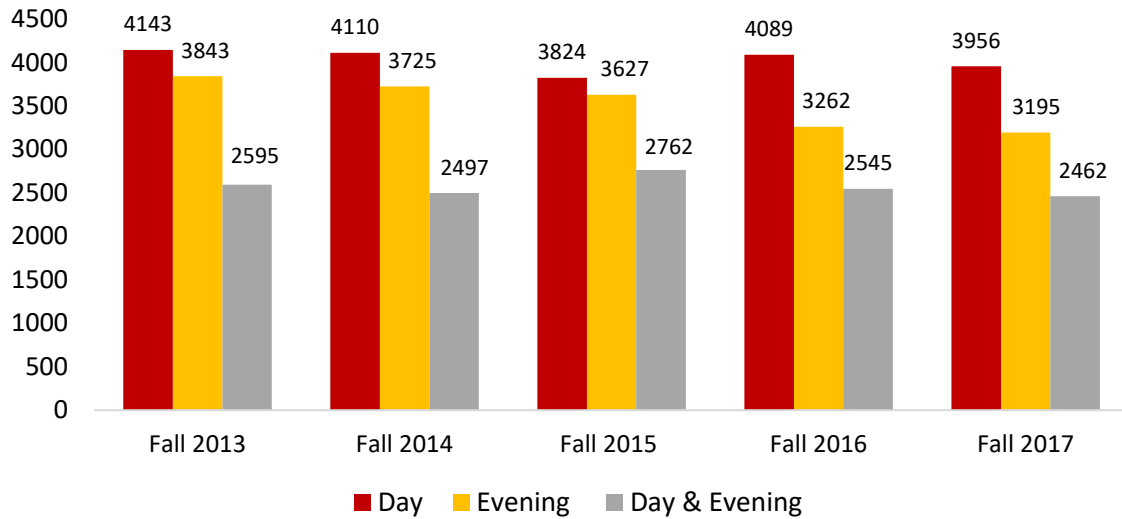


Figure 18: Skyline College student enrollments by time of attendance. Red bars represented students enrolled in day time courses only, yellow bars represented the evening enrollments only, and gray bars represented students enrolled in both day and evening classes.
Source: SMCCCD Fact Book 2017

Institutional Effectiveness

Integration of the Education Plan with Existing Planning

Skyline College presently benefits from planning that is both operational and strategic in nature. This Education Master Plan incorporates existing planning processes at Skyline College by utilizing the program review process: Annual Program Plans, Comprehensive Program Review, and Administrative Leadership Unit Review.

The current planning at Skyline College is guided by the Strategic Planning and Resource Allocation Committee (SPARC), whose members are drawn college-wide from faculty, staff, and administrators. The flow chart below indicates the planning processes and how they are integrated with the budgeting and assessment processes.

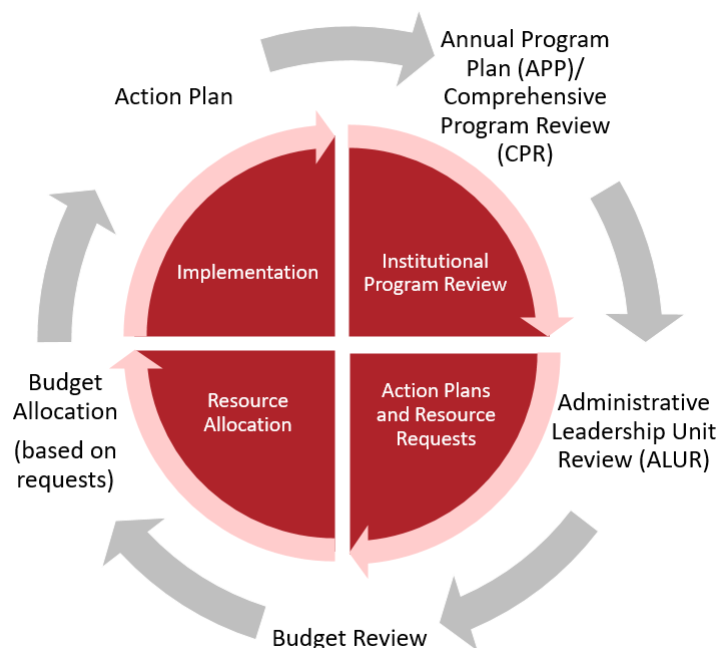


Figure 19: The strategic planning and allocation of resources cycle.

Scorecard

The Skyline College Scorecard is the College’s strategic tool that translates the College’s Mission, Vision and Values into meaningful indicators that are directly linked to the College Strategic Goals and Priorities. The Scorecard makes use of a set of core metrics that define and measure institutional effectiveness, taking into account student unit enrollment status (e.g. part-time vs. full-time) to set appropriate benchmarks. Metrics include but are not limited to: successful course completion; semester-to-semester persistence based on educational goals; and the rate of degree obtainment based on educational goal. The Scorecard includes the new California Community College Chancellor Office’s Vision for Success 2022 metrics.

The Scorecard builds on earlier efforts to evaluate institutional effectiveness. A Balanced Scorecard (BSC) was first implemented in 2005-06, and measured the extent

to which the college achieves its goals from four perspectives: internal stakeholders, external stakeholders, financial and operational performances, and growth and innovation. Eventually, the Scorecard evolved to better measure the strategic goals due to enhanced data collection and to better reflect the current college priorities, no longer employing the four perspectives as an organizational scheme.

The Scorecard is updated annually and posted for the College's deliberations. The metrics are regularly reviewed and discussed through participatory governance committees, primarily the Institutional Effectiveness Committee (IEC), where adjustments and improvements are made to support the College in working towards institutional goals. As such, the Scorecard is a vehicle for collaborative decision-making by measuring, tracking and communicating performance of goals and strategies.

In addition to analyzing and discussing the implications of the Scorecard, IEC members periodically revisit the Scorecard to ensure alignment with strategic goals and priorities, including consideration of the benchmarks. Recommendations are forwarded to the Strategic Planning and Allocation of Resources Committee (SPARC), who in turn forward their recommendations to the College Governance Council (CGC) for consideration. In this way, the College ensures broad input into the periodic development and modification of the Mission-Vision-Values (MVV) and associated Scorecard metrics, incorporating them into the Institution's efforts to achieve student success.

The most recent iteration of the Scorecard can be accessed on the Skyline College PRIE Office website at <http://www.skylinecollege.edu/prie/balancedscorecard.php>.

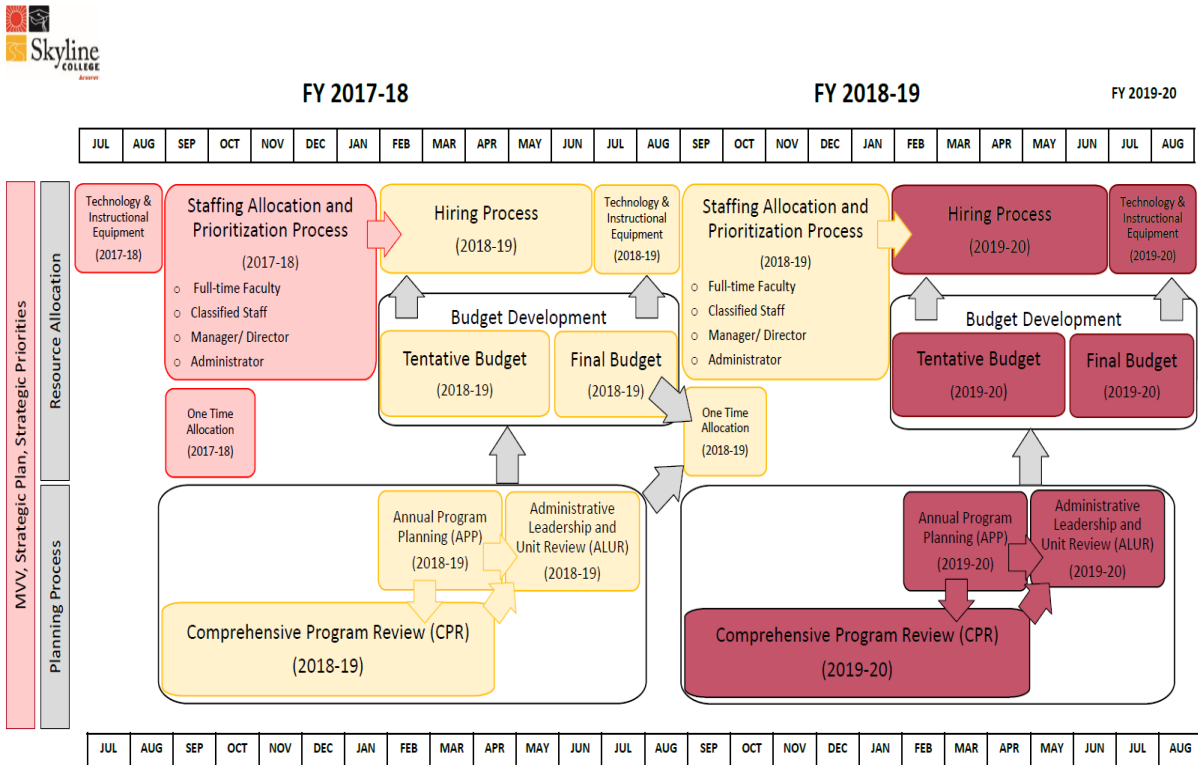
Employee Voice (Survey Data)

Another element of the planning process is the Employee Voice Survey. The purpose of this survey is to periodically measure employee perception and satisfaction with the Skyline College work environment as they relate to the accreditation themes: 1) Skyline College's fulfillment of its Mission, Vision and Values 2) college governance and planning, 3) support from the district, 4) professional development, 5) campus and workplace equity and diversity, and 6) student learning outcomes assessment. The results from the survey are used to inform responses to the accreditation standards and for other college-wide planning and improvement efforts. The survey will also be useful for establishing benchmarks for future studies and for evaluating the planning processes and the campus' engagement around planning.

Integrated Planning and Resource Allocation Cycle

The Comprehensive College-wide Planning Process is indicated in the graphic below, although this process will be updated in the near future to better reflect the College's planning allocation cycle moving forward. The process is driven by the Mission-Vision and Values statements, and then priorities are determined by the Strategic Goals and Initiatives.

Figure 20 - Integrated Planning and Resource Allocation Cycle



*The planning and resource allocation process which occurs in a specific fiscal year results in the plans and budget for the following year.
For example, the 2017-18 process results in the 2018-19 plans and budget.*

Figure 20: Integrated planning and resource allocation cycle and process from 2017-18 through 2019-20
Source: Skyline College, Office of Planning, Research and Institutional Effectiveness, Integrated Planning and Resource Allocation Cycle Model

Research on Strong and Emerging Labor Markets

According to labor market statistics for San Francisco and San Mateo Counties, the following occupations are the fastest growing in this geographical area. These areas of growth might be areas to consider for new program development.

Regional Labor Market Data and Project Needs

An analysis of the Economic Modeling Specialists International (EMSI) labor market data was conducted by a partnership between The San Mateo Community College District, The San Mateo County Workforce Investment Board, and the San Mateo County Economic Development Association in order to ascertain how college programs are addressing the occupation needs of the community. It produced occupational employment projections of San Mateo County for the period 2012-2017. The dataset included current employment levels, projected openings due to growth, retirements and turnover, median hourly wages and the education level associated with each detailed occupation.

Occupational Employment Projections (Segments)

The five employment segments with the highest employment projections within the San Francisco and San Mateo Counties are occupations within management, business and financial operations, computer and mathematical occupations, architecture and engineering, and occupations within life, physical, and social sciences. Table 16 provides further information on the five segments. Most of the occupations included within these segments tend to require a post-secondary education.

Table 16 – Regional Occupational Employment Projections

| Occupational Title | Detail Occupations | Estimated Employment 2014 | Projected Employment 2024 | Numeric Change 2014-2024 | Percent Change 2014-2024 | 2016 First Quarter Wages | |
|---|--------------------|---------------------------|---------------------------|--------------------------|--------------------------|--------------------------|---------------|
| | | | | | | Median Hourly | Median Annual |
| Management Occupations | 35 | 90,410 | 99,930 | 9,520 | 10.5% | \$69.46 | \$144,487 |
| Business and Financial Operations Occupations | 30 | 94,280 | 108,020 | 13,740 | 14.6% | \$43.13 | \$89,707 |
| Computer and Mathematical Occupations | 19 | 73,540 | 92,670 | 19,130 | 26.0% | \$53.56 | \$111,381 |
| Architecture and Engineering Occupations | 26 | 21,980 | 23,780 | 1,800 | 8.2% | \$48.41 | \$100,688 |
| Life, Physical, and Social Science Occupations* | 26 | 21,270 | 27,260 | 5,990 | 28.2% | \$45.95 | \$95,575 |

*Examples of occupations included within life, physical, and social science occupations are: life scientist, microbiologist, chemist, materials scientist, economist, survey researcher, and psychologist.

Table 16: Occupational employment projections with projected employment in 2024

Source: Regional Labor Market Assessment 2016

Fast Growing Occupations

Of these occupational segments, the ten fastest growing job occupations are biomedical engineers, statisticians, biochemists and biophysicists, home health aides, interpreters/translators, biological technicians, microbiologists, operations research analysts, software developers, and medical scientists (except epidemiologists). Home health aide careers require the least amount of education, but also tend to pay the lowest annual salary. Table 17 illustrates that the technical occupations with the fastest growth require post-secondary education and have relatively high salary returns.

Table 17 – Fast Growing Occupations in San Francisco and San Mateo Counties

| Occupational Title | Estimated Employment 2014 | Projected Employment 2024 | Percent Change 2014-2024 | 2016 First Quarter Wages | | Entry Level Education |
|--|---------------------------|---------------------------|--------------------------|--------------------------|---------------|----------------------------------|
| | | | | Median Hourly | Median Annual | |
| Biomedical Engineers | 580 | 930 | 60.3% | \$49.04 | \$101,997 | Bachelor's degree |
| Statisticians | 590 | 900 | 52.5% | \$59.11 | \$122,957 | Master's degree |
| Biochemists and Biophysicists | 1,160 | 1,670 | 44.0% | \$52.96 | \$110,154 | Doctoral or professional Degree |
| Home Health Aides | 2,470 | 3,450 | 39.7% | \$12.34 | \$25,667 | No formal educational credential |
| Interpreters and Translators | 870 | 1,210 | 39.1% | \$26.58 | \$55,280 | Bachelor's degree |
| Biological Technicians | 1,930 | 2,680 | 38.9% | \$35.74 | \$74,342 | Bachelor's degree |
| Microbiologists | 1,340 | 1,850 | 38.1% | \$52.08 | \$108,338 | Bachelor's degree |
| Operations Research Analysts | 1,070 | 1,460 | 36.4% | \$44.37 | \$92,299 | Bachelor's degree |
| Software Developers, Applications | 20,390 | 27,580 | 35.3% | \$56.24 | \$116,991 | Bachelor's degree |
| Medical Scientists, Except Epidemiologists | 4,180 | 5,630 | 34.7% | \$57.62 | \$119,862 | Doctoral or professional degree |

Table 17: Fast growing occupations in San Francisco and San Mateo Counties with 2016 first quarter median wages and entry level education requirements

Source: Regional Labor Market Assessment 2016

Most Job Openings

Table 18 reveals that most of the projected occupations with the most job openings do not require a formal educational credential. These occupations also have lower median annual salaries than what was observed within the previous tables. Among these occupations, the highest paying occupations are software developers, general and operations managers, and accountants and auditors. As we design new programs, we need to take into account opportunities for high salary jobs that allow students to complete programs and remain in the local community.

Table 18 – Occupations with Most Job Openings in San Francisco and San Mateo Counties

| Occupational Title | Total Job Openings 2014-2024 | 2016 First Quarter Wages | | Entry Level Education |
|--|------------------------------|--------------------------|---------------|-----------------------------------|
| | | Median Hourly | Median Annual | |
| Waiters and Waitresses | 13,350 | \$13.38 | \$27,829 | No formal educational credential |
| Personal Care Aides | 11,860 | \$12.13 | \$25,228 | No formal educational credential |
| Software Developers, Applications | 10,100 | \$56.24 | \$116,991 | Bachelor's degree |
| Combined Food Preparation and Serving Workers, Including Fast Food | 9,940 | \$11.45 | \$23,811 | No formal educational credential |
| Cashiers | 9,420 | \$12.10 | \$25,181 | No formal educational credential |
| Retail Salespersons | 8,380 | \$13.53 | \$28,122 | No formal educational credential |
| General and Operations Managers | 6,250 | \$65.95 | \$137,180 | Bachelor's degree |
| Accountants and Auditors | 6,210 | \$40.71 | \$84,672 | Bachelor's degree |
| Cooks, Restaurant | 6,080 | \$14.22 | \$29,572 | No formal educational credential |
| Janitors and Cleaners, Except Maids and Housekeeping Cleaners | 5,740 | \$13.03 | \$27,115 | No formal educational credential |
| Office Clerks, General | 5,500 | \$20.01 | \$41,620 | High school diploma or equivalent |

Table 18: Occupations with most job openings in San Francisco and San Mateo Counties with 2016 first quarter median wages and entry level education requirements

Source: Regional Labor Market Assessment 2016

ADDITIONAL RESOURCES

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https://datamart.cccco.edu/Courses/BasicSkills_Course_Summary.aspx

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<http://asd.calstate.edu/ccct/2016-2017/SummaryYear.asp>

Economic Modeling Specialists International (EMSI) Labor Market Data (January 2017). 2014-2024 Fastest Growing Occupations San Francisco-Redwood City- South San Francisco Metropolitan Division.

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ENVIRONMENTAL SCAN RESOURCES

ⁱ California Department of Finance. State and County Total Population Projections, 2010-2060 (5-year increments). Retrieved February 21, 2013 at <http://www.dof.ca.gov/research/demographic/reports/projections/p-1/>

ⁱⁱ California Department of Finance. State and County Population Projections by Major Age Groups, 2010-2060 (by decade). Retrieved February 21, 2013 at <http://www.dof.ca.gov/research/demographic/reports/projections/p-1/>

ⁱⁱⁱ California Department of Education—Data Quest. California High School Graduates Data by County. Retrieved March 15, 2018 at <https://dq.cde.ca.gov/dataquest/GraduateReporting/GraduatesByEth.aspx?cTopic=Graduates&cChoice=CoGrdbyEt&cYear=2016-17&TheCounty=41,SAN^MATEO&level=County&cType=All&cGender=B&cGroup=G12>

^{iv} Legislative Analyst's Office. The 2016-17 Budget Higher Education Analysis. Retrieved February 26, 2016 at www.lao.ca.gov/Publications/Report/3372

^v Refer to Endnote V.

^{vi} Refer to Endnote V.

^{vii} Refer to Endnote V.

^{viii} Economic Modeling Specialists International (EMSI) Labor Market Data (January 2017). 2014-2024 Fastest Growing Occupations San Francisco-Redwood City- South San Francisco Metropolitan Division.

^{ix} Refer to Endnote IX.

^x McFarland, J., Hussar, B., Snyder, etc. (2017). The Condition of Education 2017 <https://nces.ed.gov/pubs2017/2017144.pdf>

^{xi} Census: Number of duplicated headcount at final census.
FTEF: Total number of full time equivalent faculty assigned.
FTES: Total number of full time equivalent students enrolled at first census.
WSCH: Weekly student contact hours generated by census enrollments.
Load: The ratio of WSCH to FTEF, used to measure productivity. Sections: Total number of sections offered per semester.
CCCCO Data Element Dictionary, <http://extranet.cccco.edu/Divisions/TechResearchInfoSys/MIS/DED.aspx>

BOARD REPORT NO. 18-12-101B

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: Mitchell Bailey, Chief of Staff, 574-6510

**PUBLIC HEARING ON CERTIFICATION OF FINAL SUBSEQUENT ENVIRONMENTAL
IMPACT REPORT (SEIR) AND ADOPTION OF MITIGATION MONITORING AND
REPORTING PROGRAM (MMRP) FOR COLLEGE OF SAN MATEO BUILDING 20
DEMOLITION PROJECT**

The Board will hold a public hearing on the final SEIR for the College of San Mateo Building 20 Demolition Project prior to considering adoption of two resolutions: (1) certifying the SEIR and (2) approving the project and adopting the findings, statement of overriding considerations, and the revised Mitigation, Monitoring and Reporting Program (MMRP).

PROJECT: College of San Mateo Building 20 Demolition (State Clearinghouse #: 2015052007)

PROJECT LOCATION: The Building 20 site is located in the interior of the College of San Mateo campus, located at 1700 Hillsdale Blvd., San Mateo, CA 94402.

PROJECT DESCRIPTION: The College of San Mateo Building 20 Demolition project would entail demolishing all existing structures and vegetation within the Project Change Site and replacing them with a single surface parking lot containing up to 208 uncovered parking stalls, along with attendant landscaping, lighting, signage, storm drainage, and security improvements.

DOCUMENTS:

- DRAFT Subsequent Environmental Impact Report:
<https://www.smccd.edu/facilities/community/CSM%20Building%202020%20Draft%20SEIR.pdf>
- FINAL Subsequent Environmental Impact Report:
https://www.smccd.edu/facilities/community/FEIR_Building20_20181018_WEB.pdf
- Revised Mitigation and Monitoring Report (College of San Mateo):
https://www.smccd.edu/facilities/community/CSM_Revised%20MMRP_10.19.18.pdf

PUBLIC COMMENT: All interested persons are invited to attend this public hearing and to present written and/or oral comments. All letters should be addressed to the San Mateo County Community College District, Office of the Chancellor, 3401 CSM Drive, San Mateo, CA 94402. Letters must be received by the District on or before the date of the hearing or can be submitted at the hearing.

Copies of the DRAFT and FINAL SEIR are available for review and comment at the San Mateo County Community College District Office (address above) and online at the links above.

Comments and recommendations on the adequacy of the Final SEIR may be filed at the above address or by email to baileym@smccd.edu.

BOARD REPORT NO. 18-12-102B

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: Mitchell Bailey, Chief of Staff, 574-6510

ADOPTION OF RESOLUTION NO. 18-30 CERTIFYING THE FINAL SUBSEQUENT ENVIRONMENTAL IMPACT REPORT FOR COLLEGE OF SAN MATEO BUILDING 20 DEMOLITION PROJECT, AND ADOPTION OF RESOLUTION NO. 18-31 ACCEPTING AND ADOPTING THE CEQA FINDINGS OF FACT AND MITIGATION MONITORING AND REPORTING PLAN, AND APPROVING THE COLLEGE OF SAN MATEO BUILDING 20 DEMOLITION PROJECT

The District engaged ICF to analyze the proposed demolition of Building 20 at the College of San Mateo on the basis of the California Environmental Quality Act and the State CEQA Guidelines and prepare a Subsequent Environmental Impact Report (SEIR) disclosing the significant environmental impacts of the Project. The SEIR is based upon the certified *San Mateo Community College District 2015 Facilities Master Plan Amendment Final Environmental Impact Report (2015 Certified EIR)*. The Final SEIR prepared by the District determined that the Project could have potentially significant effects on the environment. With the exception of air quality impact CSM-AQE-5, described below, all of the impacts can be reduced below the level of significance by mitigation measures.

Consistent with CEQA's requirements, the Draft SEIR was circulated for a public comment period beginning on July 24, 2018 and ending on September 10, 2018. All written comments received during the public comment period were responded to in Chapter 3 of the Final SEIR.

Prior to approving the Project, the Board must certify that it has considered the Final SEIR, that the Final SEIR adequately meets the requirements of CEQA, and the Final SEIR reflects the independent judgment of the Board. If the Board approves the Project, it must also adopt findings of fact regarding the significant effects and the alternatives identified in the Final SEIR. The Final SEIR concluded that there would be a significant and unavoidable environmental impact on air quality during the Project's construction. Accordingly, the Board must adopt a Statement of Overriding Considerations describing the Project benefits that outweigh this impact.

The SEIR included revisions to some mitigation measures for College of San Mateo in the 2015 Certified EIR, as well as new mitigation measures to reduce potentially significant environmental impacts related to the Project Change to a less-than-significant level. Accordingly, a revised mitigation monitoring and reporting program (MMRP) has been prepared. Pursuant to Public Resources Code, the Board must also adopt the revised MMRP for the mitigation measures that are the Board's responsibility to implement. The revised MMRP establishes a program to ensure that the adopted mitigation measures identified in the Final SEIR will be implemented, as amended by the Final SEIR.

Staff has provided proposed resolutions to accomplish the approval of the project and the adoption of the findings, statement of overriding considerations, and MMRP, so that the required sequence of legal conclusions are documented for the administrative record.

Thus, if it decides to approve the project, the Board must make two independent, sequential motions to adopt the resolutions: (1) certifying the SEIR; and (2) approving the project, and adopting the findings, statement of overriding considerations, and MMRP.

If the Board approves the project, staff will promptly prepare and file with the State Clearinghouse and County Clerk the Notice of Determination under CEQA, which commences a 30-day statute of limitations for any legal challenges to be filed regarding the Board's compliance with CEQA.

RECOMMENDATION

It is recommended that the Board adopt Resolution No. 18-30, certifying the Final Subsequent Environmental Impact Report for College of San Mateo Building 20 Demolition Project, and adopt Resolution No. 18-31, accepting and adopting the CEQA Findings of Fact and Mitigation Monitoring and Reporting Plan, and approving the College of San Mateo Building 20 Demolition Project.

**RESOLUTION NO. 18-30
BY THE GOVERNING BOARD OF THE
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
STATE OF CALIFORNIA**

**CERTIFICATION OF THE FINAL SUBSEQUENT ENVIRONMENTAL IMPACT REPORT
(SEIR) FOR THE COLLEGE OF SAN MATEO
BUILDING 20 DEMOLITION PROJECT**

WHEREAS, on December 9, 2015, through Resolution 15-33, the Board of Trustees certified a Final EIR for the 2015 Facilities Master Plan Amendment Project which evaluated construction and operations impacts that carrying out the Facilities Master Plan as amended would have on the environment on and around the District's three campuses; and

WHEREAS, using the approved 2015 Facilities Master Plan Amendment Project as a foundation, and pursuant to the California Environmental Quality Act (CEQA), the District prepared and circulated a draft supplemental environmental impact report from July 25, 2018 and September 10, 2018, that analyzed the potentially significant environmental impacts of the proposed College of San Mateo Building 20 demolition project; and

WHEREAS, the Draft SEIR concludes that all potentially significant environmental impacts save one, an unavoidable air quality impact at College of San Mateo related to sensitive receptors to pollutant emissions resulting from construction under the project, can be feasibly mitigated to a less than significant level through the implementation of recommended mitigation measures set forth in the SEIR; and

WHEREAS, the District received eight comments from state agencies, local agencies, individuals and organizations regarding the proposed project and/or the Draft SEIR and has prepared responses to all timely, substantive comments, which are set forth in the Final SEIR; and

WHEREAS, the Final SEIR also contains some minor text revisions recommended as a result of some comments received, but which do not change any of the substantive impact conclusions or analysis in the Draft SEIR.

NOW, THEREFORE, IT IS RESOLVED by the Board of Trustees of the San Mateo County Community College District as follows:

The Board hereby certifies that:

- a) the Final Subsequent Environmental Impact Report for the College of San Mateo Building 20 Demolition Project has been completed in compliance with CEQA;
- b) the Final SEIR for the College of San Mateo Building 20 Demolition Project has been presented to the Board and the Board has reviewed and considered the information contained in the Final SEIR;
- c) the Final SEIR for the College of San Mateo Building 20 Demolition Project reflects the Board's independent judgment and analysis.

REGULARLY PASSED AND ADOPTED this 12th day of December 2018.

Ayes:

Noes:

Abstentions:

Attest: _____
Vice President-Clerk, Board of Trustees

**RESOLUTION NO. 18-31
BY THE GOVERNING BOARD OF THE
SAN MATEO COUNTY COMMUNITY COLLEGE
DISTRICT STATE OF CALIFORNIA**

**ADOPTION OF CEQA FINDINGS OF FACT FOR COLLEGE OF SAN MATEO
BUILDING 20 DEMOLITION PROJECT, STATEMENT OF OVERRIDING
CONSIDERATIONS, AND MITIGATION MONITORING AND REPORTING PLAN; AND
APPROVAL OF COLLEGE OF SAN MATEO BUILDING 20 DEMOLITION PROJECT**

WHEREAS, the Board of Trustees has certified the Final Subsequent Environmental Impact Report (SEIR) for the College of San Mateo Building 20 Demolition Project in Resolution 18-30, and hereby incorporates by reference the statements contained in that Resolution; and

WHEREAS, the Final SEIR certified by Resolution 2018-30 evaluates construction and operations impacts that carrying out the College of San Mateo Building 20 Demolition Project would have on the environment on and around the College of San Mateo.

NOW, THEREFORE, BE IT RESOLVED by the San Mateo County Community College District Board of Trustees, that it takes the following actions:

Section 1. Adoption of CEQA Findings of Fact, Statement of Overriding Considerations and Mitigation Monitoring and Reporting Program.

(a) As the decision-making body for the San Mateo County Community College District, the Board has reviewed and considered the information contained in the Final SEIR for the College of San Mateo Building 20 Demolition Project and in the CEQA Findings of Fact attached hereto as Exhibit "A" and supporting documentation. The Board determines that the CEQA Findings of Fact documents identify the significant environmental impacts and mitigation measures associated with the proposed College of San Mateo Building 20 Demolition Project. The Board further finds that the CEQA Findings of Fact have been completed in compliance with CEQA and the State CEQA Guidelines. The Board hereby approves and adopts the CEQA Findings of Fact attached hereto as Exhibit "A".

(b) The Board hereby finds that the Statement of Overriding Considerations was completed in accordance with Public Resources Code section 21081 and State CEQA Guidelines Section 15093, subdivision (a), which states that CEQA requires the decision-making agency to balance, as applicable, the economic, legal, social, technological, or other benefits of a proposed project against its unavoidable environmental risks when determining whether to approve the project. The Statement of Overriding Considerations for College of San Mateo are included in the Findings of Fact attached hereto as Exhibit "A" and set forth one significant environmental effects that is found to be unavoidable but is acceptable due to the overriding considerations and benefits expected to result from implementing the College of San Mateo Building 20 Demolition Project. The Board hereby approves and adopts the Statement of Overriding Considerations included in the College of San Mateo Findings of Fact attached hereto as Exhibit "A".

(c) Pursuant to Public Resources Code section 21081.6, and State CEQA Guidelines Section 15091, subdivision (d), the Board hereby adopts the Revised Mitigation Monitoring and Reporting Program attached hereto as Exhibit "B", which ensures that required mitigation is implemented as the College of San Mateo Building 20 Demolition Project is carried out.

Section 2. Approval of the College of San Mateo Building 20 Demolition Project.

Based on and in consideration of all of the foregoing, the Board hereby approves the proposed College of San Mateo Building 20 Demolition Project described in the Final SEIR, along with the project design features which have been incorporated into the project and the mitigation measures described in the Findings of Fact attached hereto as Exhibit A and reflected in the Revised Mitigation Monitoring and Reporting Program (MMRP) attached hereto as Exhibit B, and which MMRP shall be a condition of the approved project.

Section 3. Next Steps.

The Board hereby directs staff to file a CEQA Notice of Determination with the State Clearinghouse and San Mateo County Clerk and to take any other necessary steps to obtain all additional permits, approvals and rights that would allow construction, and operation when funding and other considerations permit, of the College of San Mateo Building 20 Demolition Project as approved in Section 2.

REGULARLY PASSED AND ADOPTED this 12th day of December 2018.

Ayes:

Noes:

Abstentions:

Attest: _____
Vice President-Clerk, Board of Trustees

San Mateo County Community College District
College of San Mateo Building 20 Demolition
Final Subsequent Environmental Impact Report
Findings of Fact for the College of San Mateo

I. INTRODUCTION

A. CEQA Process

The San Mateo County Community College District (District) analyzed the proposed demolition of Building 20 at the College of San Mateo (Project Change) on the basis of the California Environmental Quality Act (CEQA, Public Resources Code Section 21000 et seq.) and the State CEQA Guidelines (14 CCR 15000, et seq.) and prepared a Subsequent Environmental Impact Report (SEIR) disclosing the significant environmental impacts of the Project. The SEIR is based upon the certified *San Mateo Community College District 2015 Facilities Master Plan Amendment Final Environmental Impact Report* (2015 Certified EIR). The Final SEIR prepared by the District determined that the Project could have potentially significant effects on the environment. With the exception of air quality impact CSM-AQE-5, described below, all of the impacts can be reduced below the level of significance by mitigation measures.

Consistent with CEQA's requirements, the Draft SEIR was circulated for a public comment period beginning on July 24, 2018 and ending on September 10, 2018. All written comments received during the public comment period were responded to in Chapter 3 of the Final SEIR.

Prior to approving the Project, the District's Board of Trustees (Board) will certify that it has considered the Final SEIR, that the Final SEIR adequately meets the requirements of CEQA, and the Final SEIR reflects the independent judgment of the Board. Upon approving the Project, the Board will adopt the following findings of fact regarding the significant effects and the alternatives identified in the Final SEIR. The Final SEIR concluded that there would be a significant and unavoidable environmental impact on air quality during the Project's construction. Accordingly, the Board will adopt a Statement of Overriding Considerations describing the Project benefits that outweigh this impact.

The SEIR included revisions to some mitigation measures for CSM in the 2015 Certified EIR as well as new mitigation measures to reduce potentially significant environmental impacts related to the Project Change to a less-than-significant level. Accordingly a revised mitigation monitoring and reporting program (MMRP) was prepared. Pursuant to Public Resources Code (PRC) Section 21081.6, the Board is also adopting the revised MMRP for the mitigation measures that are the Board's responsibility to implement. The revised MMRP establishes a program to ensure that the adopted mitigation measures identified in the Final SEIR will be implemented, as amended by the Final SEIR.

B. Environmental Impact Report (EIR)

The SEIR evaluates the potential for the proposed demolition of Building 20 to result in significant effects on the environment that were not disclosed in the 2015 Certified EIR. In accordance with CEQA Guidelines Section 15091, the Board is adopting the following findings. In addition, it is adopting a revised MMRP to monitor the mitigation measures incorporated to avoid or substantially lessen significant environmental effects to ensure they will be implemented.

C. Record of Proceedings

For the purposes of CEQA, and the findings herein set forth, the administrative record for the Project consists of those items listed in Public Resources Code section 21167.6, subdivision (e). The record of proceedings for the District's decision on the Project can be reviewed at the District's office. Pursuant to Guidelines section 15091(e), the administrative record of these proceedings is located, and may be obtained there. The custodian of the record is Mitchell Bailey, Chief of Staff.

San Mateo County Community College District
3401 CSM Drive
San Mateo, CA 94402
Contact: Mitchell Bailey, Chief of Staff

D. Overview of the Project

The San Mateo County Community College District (District) certified a Final Environmental Impact Report (2015 Certified EIR, State Clearinghouse #2015052007) for the 2015 Facilities Master Plan Amendment Project, which updated the planned improvements at each of the District's three campuses, including College of San Mateo (CSM). The 2015 Certified EIR evaluated a number of improvements at CSM, including the construction of new Buildings 8 (Gymnasium) and 19 (Emerging Technologies), and the demolition of existing Buildings 8 (Gymnasium), 12 (East Hall), and 19 (Emerging Technologies). The Facilities Master Plan Amendment Project also included the repair and repaving of the campus perimeter road, pedestrian path, and the implementation of landscape and hardscape improvements. These improvements were analyzed at a program level in the 2015 Certified EIR based on conceptual design elements such as general use types and development envelopes. The proposed demolition of the Building 20 Complex buildings and their replacement with a single surface parking lot (Project Change) was not evaluated in the 2015 Certified EIR. Accordingly, the Project Change is evaluated in the SEIR.

As discussed in Chapter 1, *Introduction*, of the SEIR, the Building 20 Demolition Project, or Project Change, is a change to the Facilities Master Plan Amendment Project analyzed in the 2015 Certified EIR. The 2015 EIR did not evaluate any changes to the Building 20 complex site because the Building 20 project was under litigation at the time. The previous litigation involved an Addendum for the Building 20 project that tiered from a 2006 Mitigated Negative Declaration (MND). These documents are separate from the 2015 EIR, and the Court of Appeal's ruling on the 2011 Addendum (see *Friends of the College of San Mateo Gardens v. San Mateo Community*

College District (2017) 11 Cal.App.5th 596) has no bearing on the 2015 EIR.

The Project Change would entail demolishing all existing structures and vegetation within the Building 20 Complex (Project Change Site) and replacing them with a single surface parking lot containing up to 208 uncovered parking stalls, along with attendant landscaping, lighting, signage, storm drainage, and security improvements. The Project Change would provide Americans with Disabilities Act (ADA)-accessible parking, direct access, and loading space for the new Building 19, Emerging Technologies, evaluated in the 2015 Certified EIR, as well as provide parking options for the much-utilized nearby Building 10 for students, employees, and the community/visitors. The Project Change is also needed as an adjacent construction staging site during the construction of the new Building 19.

The District has identified the following objectives for the Project:

- Provide parking, direct access, and loading space for the new Building 19, Emerging Technologies.
- Provide a staging area for the construction of the new Building 19, Emerging Technologies, that is adequately sized and located so as to minimize environmental impacts and disruptions to ongoing campus activities during Building 19 construction.
- Expand parking options on the east side of the campus to better serve current students, staff, and the community/visitors who access much-utilized facilities such as Building 10.
- Improve access for disabled persons.
- Ensure safety of students and faculty by removing unsafe structures.

II. FINDINGS REQUIRED UNDER CEQA

A. Explanation of Findings

Prior to approval of a project, the Final SEIR must be certified pursuant to Section 15090 of the CEQA Guidelines. When a certified Final EIR identifies one or more significant environmental impacts, the approving agency must make one or more of the following findings, accompanied by a brief explanation of the rationale for each identified significant impact (Section 15091 of the CEQA Guidelines):

- a. Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.
- b. Such changes or alterations are within the responsibility and jurisdiction of another public agency and not the agency making the finding. Such changes have been adopted by such other agency, or can and should be adopted by such other agency.
- c. Specific economic, legal, social, technological, or other considerations, including provision of employment opportunities for highly trained workers, make infeasible the mitigation measures or project alternatives identified in the environmental impact report.

By way of explanation: finding a. is used when the lead agency is adopting a mitigation measure to address the Project's significant impacts; finding b. is used when another agency (i.e., a responsible agency) has responsibility for adopting the mitigation measure; and finding c. is used when either a mitigation measure or an alternative identified in the Final EIR is rejected as infeasible. No findings are required for impacts that are less than significant and require no mitigation. Section 15092 of the CEQA Guidelines states that after consideration of a Final EIR, and in conjunction with making the Section 15091 findings identified above, as well as a statement of overriding considerations where necessary under Section 15093, the lead agency may approve the project.

These findings constitute the District's best efforts to set forth the evidentiary and policy bases for its decision to approve the Project in a manner consistent with the requirements of CEQA. To the extent that these findings conclude that various proposed mitigation measures outlined in the Final EIR are feasible, the District hereby binds itself to implement these measures. These findings, in other words, are not merely informational, but rather constitute a binding set of obligations that will come into effect when the District adopts a resolution approving the Project.

These findings summarize the impacts and mitigation measures identified in the SEIR. The full descriptions of the following impacts and mitigation measures are contained in the Final SEIR for the Project. The descriptions are incorporated herein by reference.

B. Adopted Findings on Environmental Impacts

Aesthetics

Impact CSM-AES-1: Result in temporary visual impacts caused by construction activities.

Finding:

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the Final SEIR.

Supporting Evidence:

The Board has adopted the following two mitigation measures to reduce this impact to a less than significant level. These measures were originally identified in the 2015 Certified EIR and are accordingly adopted for the Project as amended by the Project Change.

CSM-AES-1: Limit exterior construction activities to daylight hours at the College of San Mateo within 0.25 mile of residences.

CSM-AQE-5: Implement BAAQMD basic construction mitigation measures to reduce construction-related PM10 and PM2.5 dust at the College of San Mateo.

Limiting construction that is within the viewline of nearby residences to daylight hours avoids the use of lights that at night might otherwise be visually intrusive. Ensuring that the Project Change will not raise dust during construction will avoid a visual impact.

Impact CSM-AES-2: Substantially degrade the existing visual character or quality of the site and its surroundings, including views from scenic vistas.

Finding:

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the Final SEIR.

Supporting Evidence:

The Board has adopted the following two mitigation measures to reduce this impact to a less than significant level.

CSM-AES-2: Relocate unique botanical specimens on the Building 20 Complex at CSM.

CSM-AES-3: Relocate existing commemorative plaques.

These measures reduce below a level of significance the aesthetic effect of removing unique plantings from the Project Change Site by preserving to the extent feasible unique visual resources and enhancing landscaping throughout the campus with these botanical specimens.

Impact CSM-AES-4: Create a new source of substantial light or glare which would adversely affect day or nighttime views in the area.

Finding:

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the Final SEIR.

Supporting Evidence:

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level. The measure was originally identified in the 2015 Certified EIR and is accordingly adopted for the Project, as amended by the Project Change.

CSM-AES-4: Apply minimum lighting standards at the College of San Mateo.

Measure CSM-AES-4 establishes specific requirements to minimize lighting at night when buildings are empty and to minimize the effects of outdoor lighting by specifying types of lighting and shielding requirements.

Air Quality and Energy

Impact CSM-AQE-2: Violate a BAAQMD air quality standard or substantially contribute to an existing or projected air quality violation during Project construction.

Finding:

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

Supporting Evidence:

The Board has adopted the following five mitigation measures to reduce this impact to a less than significant level. These measures were originally identified in the 2015 Certified EIR and are accordingly adopted for the Project, as amended by the Project Change.

CSM-AQE-1: Implement BAAQMD basic construction mitigation measures to reduce construction-related NO_x emissions at the College of San Mateo.

CSM-AQE-2: Implement BAAQMD additional construction mitigation measures to reduce construction-related NO_x emissions at the College of San Mateo.

CSM-AQE-3: Utilize clean diesel-powered equipment during construction to control construction-related DPM emissions at the College of San Mateo.

CSM-AQE-4: Offset NO_x emissions generated during construction to quantities below applicable BAAQMD CEQA thresholds at the College of San Mateo.

CSM-AQE-5: Implement BAAQMD basic construction mitigation measures to reduce construction-related PM₁₀ and PM_{2.5} dust at the College of San Mateo.

Measure CSM-AQE-1 will ensure that the construction contractor implements the basic control measures to reduce NO_x emissions from construction equipment that are recommended by the Bay Area Air Quality Management District (BAAQMD). Measure CSM-AQE-2 requires the construction contractor implement the additional NO_x emissions control measures promulgated by BAAQMD to avoid a significant emission impact. Measure CSM-AQE-3 requires the use of Tier 4 engines for construction equipment, thereby reducing the Diesel Particulate Matter (DPM), Reactive Organic Gases (ROG), and NO_x emissions that would otherwise come from construction equipment. Measure CSM-AQE-4 measure commits the District to entering into a development mitigation contract with BAAQMD in order to reduce criteria pollutant emissions generated during construction of the Project to quantities below the numeric BAAQMD thresholds. The measure identifies specific contents of the contract to ensure that the offsets will be real. Together, measures CSM-AQE-1 through CSM-AQE-4 will maintain potential NO_x emissions below the threshold level. Measure CSM-AQE-5 specifies the actions that the District will undertake to meet the BAAQMD's reduction standards. These will ensure that the Project, as amended by the Project Change, does not exceed BAAQMD thresholds for particulate matter emissions.

Impact CSM-AQE-4: Result in a cumulatively considerable net increase of any criteria pollutant for which the Project region is non-attainment.

Finding:

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

Supporting Evidence:

The BAAQMD thresholds for criteria pollutants are thresholds for both individual impacts and for the level at which an individual impact would be cumulatively considerable. The Board has adopted the following five mitigation measures which reduce the impact to a less than significant level.

CSM-AQE-1: Implement BAAQMD basic construction mitigation measures to reduce construction-related NO_x emissions at the College of San Mateo.

CSM-AQE-2: Implement BAAQMD additional construction mitigation measures to reduce construction-related NO_x emissions at the College of San Mateo.

CSM-AQE-3: Utilize clean diesel-powered equipment during construction to control construction-related DPM emissions at the College of San Mateo.

CSM-AQE-4: Offset NO_x emissions generated during construction to quantities below applicable BAAQMD CEQA thresholds at the College of San Mateo.

CSM-AQE-5: Implement BAAQMD basic construction mitigation measures to reduce construction-related PM₁₀ and PM_{2.5} dust at the College of San Mateo.

These measures were originally identified in the 2015 Certified EIR and are accordingly adopted for the Project, as amended by the Project Change. The measures reduce this impact in the manner discussed in Impact CSM-AQE-2 above so that the Project, as amended by the Project Change, will not make a cumulatively considerable contribution to the air basin's non-attainment.

Impact CSM-AQE-5: Expose existing sensitive receptors to substantial pollutant concentrations during construction.

Findings:

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report. Even so, the effect will remain significant and unavoidable, as the changes or alterations may not reduce the effect to a less than significant level.

Supporting Evidence:

The Board has adopted the following four mitigation measures to reduce this temporary impact, but not to a less than significant level. These measures were originally identified in the 2015 Certified EIR and are accordingly adopted for the Project.

CSM-AQE-2: Implement BAAQMD additional construction mitigation measures to reduce construction-related NO_x emissions at College of San Mateo.

CSM-AQE-3: Utilize clean diesel-powered equipment during construction to control construction-related DPM emissions at College of San Mateo.

CSM-AQE-5: Implement BAAQMD basic construction mitigation measures to reduce construction-related PM₁₀ and PM_{2.5} dust at College of San Mateo.

CSM-AQE-6: Install filtration systems on ventilation and recirculation systems at the College of San Mateo and at off-site receptors over BAAQMD PM 2.5 thresholds during construction.

Measure CSM-AQE-2 requires the construction contractor implement the additional NO_x emissions control measures promulgated by BAAQMD. Measure CSM-AQE-3 requires the use of Tier 4 engines for construction equipment, thereby reducing DPM, ROG, and NO_x emissions that would otherwise come from construction equipment. Measure CSM-AQE-5 specifies the measures that the District will undertake to meet the BAAQMD's reduction standards, thereby ensuring that the Project does not exceed BAAQMD thresholds for particulate matter emissions. Measure CSM-AQE-6 will require the District to install filtration systems on ventilation and recirculation systems within onsite residences where the BAAQMD PM_{2.5} concentration thresholds are exceeded after application of other onsite construction air quality mitigation measures. The measure specifies the minimum quality filter required and provides for future maintenance to ensure that filtration continues as long as necessary.

With these mitigation measures, this impact would be less than significant at onsite receptors and would be below the threshold at offsite receptors but would remain significant and unavoidable at offsite receptors. Specifically, impacts at offsite receptors would remain significant and unavoidable at a park and some offsite receptors either may not be able to install filtration systems or may not agree to the installation of filtration systems and the District does not have the legal authority to require offsite receptors to install the filtration systems or to otherwise comply with the provisions of CSM-AQE-6. It is outside the District's jurisdiction and control to address offsite construction impacts as there are no alternative mitigation measures that are feasible to reduce PM 2.5 emissions during construction.

Biological Resources

Impact CSM-BIO-1: Impact special-status plant species.

Finding:

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

Supporting Evidence:

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level. This measure was originally identified in the 2015 Certified EIR and is accordingly adopted for the Project as amended by the Project Change.

CSM-BIO-1: Implement special-status plant species avoidance and revegetation measures at the College of San Mateo.

Measure CSM-BIO-1 will require the District to retain a qualified botanist to undertake a blooming season survey of any areas of proposed construction disturbance that contain suitable habitat for western leatherwood, fragrant fritillary, congested-headed hayfield tarplant, Choris' popcornflower, and showy Ranheria clover. The surveys will be conducted in accordance with CDFW's Protocols for Surveying and Evaluating Impacts to Special Status Native Plant Populations and Natural Communities. If any such plants are encountered, the District would prepare a revegetation and monitoring plan as specified in this measure. The plan includes performance measures to ensure successful revegetation.

Impact CSM-BIO-2: Impact special-status bird species.

Finding:

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

Supporting Evidence:

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level. This measure was originally identified in the 2015 Certified EIR and is accordingly adopted for the Project as amended by the Project Change.

CSM-BIO-2: Implement white-tailed kite and other nesting bird avoidance measures at the College of San Mateo.

This measure includes requirements that avoid conflicts with nesting birds. It will require that prior to any construction activities scheduled during the bird nesting season (February 1 to August 31), the District retain a qualified wildlife biologist to conduct preconstruction surveys for nesting birds, including raptors. The measure establishes requirements for avoidance including the removal of nonactive nests outside of the nesting season and, if active nests are found on the building or in the affected area, a halt to demolition until the biologist verifies that all nests on the building are inactive.

Impact CSM-BIO-3: Impact special-status bats.

Finding:

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

Supporting Evidence:

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level. This measure was originally identified in the 2015 Certified EIR and is accordingly adopted for the Project as amended by the Project Change.

CSM-BIO-3: Implement fringed myotis, pallid bat, and hoary bat avoidance measures at the College of San Mateo.

This measure includes requirements that avoid conflicts with roosting bats. It will require that prior to any construction activities at sites offering suitable bat roosting habitat, the District retain a qualified wildlife biologist to conduct preconstruction surveys for fringed myotis, pallid bat, and hoary bat. The measure prescribes specific avoidance and minimization measures that will be refined in coordination with the California Department of Fish and Wildlife to ensure their effectiveness.

Impact CSM-BIO-4: Impact native wildlife nursery sites.

Finding:

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

Supporting Evidence:

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level. This measure was originally identified in the 2015 Certified EIR and is accordingly adopted for the Project as amended by the Project Change.

CSM-BIO-2: Implement white-tailed kite and other nesting bird avoidance measures at the College of San Mateo.

This will require that prior to any construction activities scheduled during the bird nesting season (February 1 to August 31), the District retain a qualified wildlife biologist to conduct preconstruction surveys for nesting birds, including raptors. The measure establishes requirements for avoidance including the removal of nonactive nests outside of the nesting season and, if active nests are found on the building or in the affected area, a halt to demolition until the biologist verifies that all nests on the building are inactive.

Cultural Resources

Impact CSM-CUL-2: Cause a substantial adverse change in the significance of an archaeological resource as defined in Section 15064.5.

Finding:

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

Supporting Evidence:

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level. This measure was originally identified in the 2015 Certified EIR and is accordingly adopted for the Project as amended by the Project Change.

CSM-CUL-1: Stop work if cultural resources are encountered during ground-disturbing activities at the College of San Mateo.

This measure will ensure the construction specifications include a stop work order if prehistoric or historic-period cultural materials are unearthed during ground-disturbing activities, until a qualified archaeologist and Native American representative can assess the significance of the find. Where the find is significant, the archaeologist, in consultation with the Native American representative, will develop a treatment plan that could include site avoidance, capping, or data recovery.

Impact CSM-CUL-3: Disturb any human remains, including those interred outside of formal cemeteries.

Finding:

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

Supporting Evidence:

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level. This measure was originally identified in the 2015 Certified EIR and is accordingly adopted for the Project as amended by the Project Change.

CSM-CUL-2: Stop work if human remains are encountered during ground-disturbing activities at the College of San Mateo.

This measure will ensure the construction specifications include a stop work order if human remains are discovered during construction or demolition. It will require that any remains be treated in accordance with Section 7050.5(b) of the California Health and

Safety Code. That code includes specific requirements for the proper treatment of Native American remains.

Geology, Soils, and Paleontology

Impact CSM-GEO-2: Expose people or structures to strong seismically-induced groundshaking.

Finding:

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

Supporting Evidence:

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level. This measure was originally identified in the 2015 Certified EIR and is accordingly adopted for the Project as amended by the Project Change.

CSM-GEO-1: Prepare a site-specific geotechnical investigation for all structures to be occupied by humans at the College of San Mateo and comply with recommendations.

This measure will require the District to have a qualified engineer prepare design-level geotechnical investigations for each Project element involving human occupation. The geotechnical investigation report will include recommendations to ensure the building is designed in accordance with the specifications of CGS Special Publication 117, *Guidelines for Evaluating and Mitigating Seismic Hazards*, and the requirements of the Seismic Hazards Mapping Act, which will minimize the structural damage and risk to humans from seismically induced groundshaking.

Impact CSM-GEO-5: Result in loss of topsoil as a result of Project construction and operation.

Finding:

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

Supporting Evidence:

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level. This measure was originally identified in the 2015 Certified EIR and is accordingly adopted for the Project as amended by the Project Change.

CSM-GEO-2: Stockpile topsoil removed during construction at the College of San Mateo and reuse stockpiled topsoil during revegetation.

Under this measure, the contractor(s) retained for construction and revegetation of the Project will stockpile excavated topsoil on disturbed areas within the campus boundaries (e.g., parking lot expansion areas) so that it can be reused for revegetation on the campus as needed. To ensure maximum topsoil recovery, topsoil will be stockpiled separately from other excavated materials and covered. Revegetation and landscaping will use stockpiled topsoil.

Impact CSM-GEO-7: Increase risk of damage to Project structures as a result of Project location on expansive soils.

Finding:

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

Supporting Evidence:

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level. This measure was originally identified in the 2015 Certified EIR and is accordingly adopted for the Project as amended by the Project Change.

CSM-GEO-1: Prepare a site-specific geotechnical investigation for all structures to be occupied by humans at the College of San Mateo and comply with recommendations.

This measure will require the District to have a qualified engineer prepare design-level geotechnical investigations for each Project element involving human occupation. The geotechnical investigation report will include recommendations to ensure the site is prepared prior to construction and the building is designed to minimize the structural damage and risk to humans from expansive soils.

Greenhouse Gases

Impact CSM-GHG-1: Generate GHG emissions during project construction.

Finding:

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

Supporting Evidence:

The Board has adopted the following two mitigation measures to reduce this impact to a less than significant level. These measures were originally identified in the 2015 Certified EIR and are accordingly adopted for the Project as amended by the Project Change.

CSM-GHG-1: Where feasible, implement BAAQMD's best management practices for GHG emissions at College of San Mateo.

CSM-AQE-5: Implement BAAQMD basic construction mitigation measures to reduce construction-related PM10 and PM2.5 dust at College of San Mateo.

Measure CSM-GHG-1 will require all construction contractors to implement the BAAQMD-recommended best management practices to reduce GHG emissions. These include using alternative-fueled (e.g., biodiesel, electric) construction vehicles/equipment in at least 15% of the fleet, using at least 10% local building materials, and recycling at least 50% of construction waste or demolition materials. Measure CSM-AQE-5 specifies the measures that the District will undertake to meet the BAAQMD's particulate matter reduction standards. Actions taken under this measure, such as limited construction vehicle speed, have the benefit of also reducing GHG emissions.

Hazards and Hazardous Materials

Impact CSM-HAZ-1: Cause a significant hazard to the public or the environment through the routine transport, use, or disposal of hazardous materials during Project construction or from Project operation.

Finding:

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

Supporting Evidence:

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level. This measure was originally identified in the 2015 Certified EIR and is accordingly adopted for the Project as amended by the Project Change.

CSM-HAZ-1: Prepare and implement a Spill Prevention, Control, and Countermeasure Program for construction activities at the College of San Mateo.

Under this measure, the contractors will develop (subject to District review and approval) and implement a spill prevention, control, and countermeasure program (SPCCP) to minimize the potential for and effects from spills of hazardous, toxic, or petroleum substances during construction and demolition activities. The SPCCP will be completed before any construction or demolition activities begin. The measure includes performance standards for the treatment of any reportable spill to ensure that impacts will be kept below a level of significance.

Impact CSM-HAZ-2: Cause a significant hazard to the public or the environment through reasonably foreseeable upset and accident conditions involving the release of hazardous materials into the environment during Project construction.

Finding:

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

Supporting Evidence:

The Board has adopted the following two mitigation measures to reduce this impact to a less than significant level. These measures were originally identified in the 2015 Certified EIR and are accordingly adopted for the Project as amended by the Project Change.

CSM-HAZ-2: Prepare a site safety plan (soil and groundwater management plan) to protect people from residual soil/groundwater contamination during construction at the College of San Mateo.

CSM-HAZ-3: Implement measures to protect people from exposure to lead and asbestos in buildings during building renovation or demolition activities at the College of San Mateo.

Measure CSM-HAZ-2 requires the construction specifications to include specific performance standards to protect construction workers and/or the public from known or previously undiscovered soil and groundwater contamination during construction activities. Prior to excavation, a Site Safety Plan (soil and groundwater management plan) will be prepared, as specified in the measure. Measure CSM-HAZ-3 provides that to protect construction workers and the public from known or undiscovered hazardous building materials, including asbestos and lead, all demolition activities will be undertaken in accordance with the California Occupational Safety and Health Administration standards contained in Title 8 of the California Code of Regulations.

Impact CSM-HAZ-4: Emit or involve handling of hazardous materials, substances, or waste within one-quarter mile of an existing or proposed school.

Finding:

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

Supporting Evidence:

The Board has adopted the following three mitigation measures to reduce this impact to a less than significant level. These measures were originally identified in the 2015 Certified EIR and are accordingly adopted for the Project as amended by the Project Change.

CSM-HAZ-1: Prepare and implement a Spill Prevention, Control, and Countermeasure Program for construction activities at the College of San Mateo.

CSM-HAZ-2: Prepare a site safety plan (soil and groundwater management plan) to protect people from residual soil/groundwater contamination during construction at the College of San Mateo.

CSM-HAZ-3: Implement measures to protect people from exposure to lead and asbestos in buildings during building renovation or demolition activities at the College of San Mateo.

Under measure CMS-HAZ-1, the contractors will develop (subject to District review and approval) and implement a spill prevention, control, and countermeasure program to minimize the potential for and effects from spills of hazardous, toxic, or petroleum substances during construction and demolition activities. The SPCCP will be completed before any construction or demolition activities begin. The measure includes performance standards for the treatment of any reportable spill to ensure that impacts will be kept below a level of significance. Measure CMS-HAZ-2 requires the construction specifications to include specific performance standards to protect construction workers and/or the public from known or previously undiscovered soil and groundwater contamination during construction activities. Prior to excavation, a Site Safety Plan (soil and groundwater management plan) will be prepared, as specified in the measure. Measure CMS-HAZ-2 provides that all demolition activities will be undertaken in accordance with the California Occupational Safety and Health Administration standards contained in Title 8 of the California Code of Regulations. This will protect construction workers and the public from known or undiscovered hazardous building materials, including asbestos and lead.

Impact CSM-HAZ-6: Interfere with adopted emergency response plan or emergency evacuation plan.

Finding:

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

Supporting Evidence:

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level. This measure was originally identified in the 2015 Certified EIR and is accordingly adopted for the Project as amended by the Project Change.

CSM-TRA-1: Implement a Traffic Control Plan during construction at the College of San Mateo.

This measure will require the construction contractor(s) to develop a traffic control plan, consistent with the performance measures set out in the mitigation measure, to minimize the effects of construction traffic on the surrounding area. The plan will be subject to review and approval by the District.

Impact CSM-HAZ-7: Expose people or structures to a significant risk of loss, injury, or death involving wildland fires.

Finding:

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

Supporting Evidence:

The Board has adopted the following two mitigation measures to reduce this impact to a less than significant level. These measures were originally identified in the 2015 Certified EIR and are accordingly adopted for the Project as amended by the Project Change.

CSM-HAZ-4: Comply with legal requirements for fire prevention during construction activities at the College of San Mateo.

CSM-HAZ-5: Create and maintain adequate firebreaks and practice fire prevention at the College of San Mateo.

Measure CSM-HAZ-4 requires compliance with Public Resources Code Sections 4427 (distance from construction equipment), 4428 (fire suppression equipment on site), 4431 (distance from gasoline-powered power tools), and 4442 (spark arrestors on internal combustion engine equipment) which will ensure that fire hazard is minimized. Measure CSM-HAZ-5 establishes fire prevention measures at the campus, including fire breaks, availability of extinguishers, and compliance with County and state fire safety requirements, to be implemented for the duration of Project operations.

Hydrology and Water Quality

Impact HYD-1: Violate any water quality standards or waste discharge requirements and/or otherwise substantially degrade water quality.

Finding:

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

Supporting Evidence:

The Board has adopted the following five mitigation measures to reduce this impact to a less than significant level. Measures CSM-HYD-1, CSM-HYD-2, CSM-HAZ-1, and CSM-HAZ-2 were originally identified in the 2015 Certified EIR and are accordingly adopted for the Project as amended by the Project Change.

CSM-HYD-1: Implement erosion-control measures to protect water quality during construction at College of San Mateo.

CSM-HYD-2: Design and maintain hydromodification features as postconstruction measures at the College of San Mateo.

CSM-HAZ-1: Prepare and implement a Spill Prevention, Control, and Countermeasure Program for construction activities at the College of San Mateo.

CSM-HAZ-2: Prepare a site safety plan (soil and groundwater management plan) to protect people from residual soil/groundwater contamination during construction at the College of San Mateo.

CSM-HYD-3: Design and maintain stormwater treatment features as postconstruction measures at the Building 20 Complex at the College of San Mateo.

Under measure CSM-HYD-1, the District will ensure the Project's construction specifications include the storm water pollution prevention plan to minimize the mobilization of sediment to storm drains and adjacent water bodies. This measure identifies the requirements of that plan. Measure CSM-HYD-2 will ensure that facility improvement areas are incorporated into the design prior to the construction phase, where feasible, and located to limit stormwater runoff and provide for onsite treatment of contaminants. It includes specific performance standards to ensure its effectiveness. Under measure CSM-HAZ-1, the contractors will develop (subject to District review and approval) and implement a SPCCP to minimize the potential for and effects from spills of hazardous, toxic, or petroleum substances during construction and demolition activities. The SPCCP will be completed before any construction or demolition activities begin. The measure includes performance standards for the treatment of any reportable spill to ensure that impacts will be kept below a level of significance. Measure CSM-HAZ-2 requires the construction specifications to include specific performance standards to protect construction workers and/or the public from known or previously undiscovered soil and groundwater contamination during construction activities. Prior to excavation, a Site Safety Plan (soil and groundwater management plan) will be prepared, as specified in the measure.

Measure CSM-HYD-3 will ensure the design of the proposed parking lot at the Building 20 complex includes appropriately sized stormwater treatment to minimize the mobilization of pollutants to storm drains and adjacent water bodies.

Impact HYD-2: Substantially deplete groundwater supplies or interfere substantially with groundwater recharge, resulting in a net deficit in aquifer volume or a lowering of the local groundwater table level.

Finding:

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

Supporting Evidence:

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level. This measure was originally identified in the 2015 Certified EIR and is accordingly adopted for the Project as amended by the Project Change.

CSM-HYD-2: Design and maintain hydromodification features as postconstruction measures at the College of San Mateo.

This measure will ensure that facility improvement areas are incorporated into the design prior to the construction phase, where feasible, and located to limit stormwater runoff and provide for onsite treatment of contaminants. It includes specific performance standards to ensure its effectiveness.

Impact HYD-3: Substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river, in a manner that would result in substantial erosion or siltation onsite or offsite, or substantially increase the rate or amount of surface runoff in a manner that would result in flooding onsite or offsite.

Finding:

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

Supporting Evidence:

The Board has adopted the following three mitigation measures to reduce this impact to a less than significant level. These measures were originally identified in the 2015 Certified EIR and are accordingly adopted for the Project as amended by the Project Change.

CSM-HYD-1: Implement erosion-control measures to protect water quality during construction at College of San Mateo.

CSM-HYD-2: Design and maintain hydromodification features as postconstruction measures at the College of San Mateo.

CSM-HYD-4: Design the site so that post-project peak runoff rates are at or below pre-project peak runoff rates.

Under measure CSM-HYD-1, the District will ensure the Project's construction specifications include the storm water pollution prevention plan to minimize the

mobilization of sediment to storm drains and adjacent water bodies. This measure identifies the requirements of that plan. Measure CSM-HYD-2 will ensure that facility improvement areas are incorporated into the design prior to the construction phase, where feasible, and located to limit stormwater runoff and provide for onsite treatment of contaminants. It includes specific performance standards to ensure its effectiveness. Under measure CSM-HYD-4, the District will adopt design criteria for development projects to protect campus stormwater facilities and to mitigate potential adverse impacts to downstream areas due to increases in peak runoff flow rates.

Impact HYD-4: Create or contribute runoff water that would exceed the capacity of existing or planned stormwater drainage systems or provide substantial additional sources of polluted runoff.

Finding:

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

Supporting Evidence:

The Board has adopted the following two mitigation measures to reduce this impact to a less than significant level. Measure CSM-HYD-2 was originally identified in the 2015 Certified EIR and is accordingly adopted for the Project as amended by the Project Change.

CSM-HYD-2: Design and maintain hydromodification features as postconstruction measures at the College of San Mateo.

CSM-HYD-4: Design the site so that post-project peak runoff rates are at or below pre-project peak runoff rates.

Measure CSM-HYD-2 will ensure that facility improvement areas are incorporated into the design prior to the construction phase, where feasible, and located to limit stormwater runoff and provide for onsite treatment of contaminants. It includes specific performance standards to ensure its effectiveness. Under measure CSM-HYD-4, the District will adopt design criteria for development projects to protect campus stormwater facilities and to mitigate potential adverse impacts to downstream areas due to increases in peak runoff flow rates.

Impact HYD-5: Place housing within a 100-year flood hazard area, as mapped on a federal Flood Hazard Boundary or Flood Insurance Rate Map or other flood hazard delineation map or place within a 100-year flood hazard area structures that would impede or redirect flood flows.

Finding:

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

Supporting Evidence:

The Board has adopted the following two mitigation measures to reduce this impact to a less than significant level. Measure CSM-HYD-2 was originally identified in the 2015 Certified EIR and is accordingly adopted for the Project as amended by the Project Change.

CSM-HYD-2: Design and maintain hydromodification features as postconstruction measures at the College of San Mateo.

CSM-HYD-4: Design the site so that post-project peak runoff rates are at or below pre-project peak runoff rates.

Measure CSM-HYD-2 will ensure that facility improvement areas are incorporated into the design prior to the construction phase, where feasible, and located to limit stormwater runoff and provide for onsite treatment of contaminants. It includes specific performance standards to ensure its effectiveness. Under measure CSM-HYD-4, the District will adopt design criteria for development projects to protect campus stormwater facilities and to mitigate potential adverse impacts to downstream areas due to increases in peak runoff flow rates.

Noise

Impact CSM-NOI-1: Expose persons to or generate noise levels in excess of standards established in a local general plan or noise ordinance or applicable standards of other agencies.

Finding:

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

Supporting Evidence:

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level. This measure was originally identified in the 2015 Certified EIR and is accordingly adopted for the Project as amended by the Project Change.

CSM-NOI-1: Employ noise-reducing construction practices at the College of San Mateo.

This will require the contractor to employ noise-reducing construction practices to limit noise to be in compliance with the county noise standards between the hours of 6:00 p.m.

and 7:00 a.m. weekdays, 5:00 p.m. and 9:00 a.m. on Saturdays, or at any time on Sundays, Thanksgiving and Christmas. The measure includes specific performance standards to ensure it will be effective.

Impact CSM-NOI-4: Result in a temporary or periodic increase in ambient noise levels in the Project vicinity above levels existing without the Project.

Finding:

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report.

Supporting Evidence:

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level. This measure was originally identified in the 2015 Certified EIR and is accordingly adopted for the Project as amended by the Project Change.

CSM-NOI-1: Employ noise-reducing construction practices at the College of San Mateo.

This will require the contractor to employ noise-reducing construction practices to limit noise to be in compliance with the county noise standards between the hours of 6:00 p.m. and 7:00 a.m. weekdays, 5:00 p.m. and 9:00 a.m. on Saturdays, or at any time on Sundays, Thanksgiving and Christmas. The measure includes specific performance standards to ensure it will be effective.

Transportation and Traffic

Impact CSM-TRA-4: Result in potential construction impacts on traffic operation and circulation, transit service, nonmotorized transportation facilities, and emergency access.

Finding:

Changes or alterations have been required in, or incorporated into, the project which avoid or substantially lessen the significant environmental effect as identified in the final environmental impact report. As shown in the June 6, 2018 Traffic Study for the Demolition of the College of San Mateo Building 20 Complex, the Project Change will not increase any traffic to or from CSM and therefore would not change any of the prior traffic analysis.

Supporting Evidence:

The Board has adopted the following mitigation measure to reduce this impact to a less than significant level. This measure was originally identified in the 2015 Certified EIR and is accordingly adopted for the Project as amended by the Project Change.

CSM-TRA-1: Implement a Traffic Control Plan during construction at the College of San Mateo.

This will require the construction contractor(s) to develop a traffic control plan, consistent with the performance measures set out in the mitigation measure, to minimize the effects of construction traffic on the surrounding area. The plan will be subject to review and approval by the District.

III. FINDINGS REGARDING THE PROJECT ALTERNATIVES

In addition to the No-Project Alternative, the SEIR examined two alternatives: Building Demolition Only and Reduced Parking.

Public Resources Code section 21002 provides that “public agencies should not approve projects as proposed if there are feasible alternatives or feasible mitigation measures available which would substantially lessen the significant environmental effects of such projects[.]” The CEQA Guidelines defines “feasible” to mean “capable of being accomplished in a successful manner within a reasonable period of time, taking into account economic, environmental, legal, social and technological factors.” (CEQA Guidelines Section 15364) The concept of “feasibility” also encompasses the question of whether a particular alternative promotes the underlying objectives of a project. (*City of Del Mar v. City of San Diego* (1982) 133 Cal.App.3d 410, 417.) “[F]easibility’ under CEQA also encompasses ‘desirability’ to the extent that desirability is based on a reasonable balancing of the relevant economic, environmental, social, and technological factors.” (*City of Del Mar v. City of San Diego* (1982) 133 Cal.App.3d 410, 417; *Sequoyah Hills Homeowners Assn. v. City of Oakland* (1993) 23 Cal.App.4th 704, 715.)

No Project Alternative: Under this alternative, the proposed facilities improvements would not be made. The Building 20 Complex would not be demolished and the parking lot and associated improvements would not be constructed. Building 20, the greenhouse, the lath house, and the North and South Gardens would continue to exist in their current states. The buildings would continue to need minimal maintenance to maintain safety, and they would continue to occupy space on campus without providing use. The gardens would continue to need maintenance. Existing parking available at the site would remain at its current level.

Finding:

Specific economic, legal, social, technological, or other considerations, including provision of employment opportunities for highly trained workers, make infeasible the project alternatives identified in the environmental impact report.

Supporting Evidence:

The No Project Alternative would not meet any of the Project objectives and is rejected for that reason. In addition, even with maintenance, the structures on site would continue to age because they would not be utilized. Eventually, the structures would be likely to become unsafe. In particular, Building 20 is known to house hazardous building materials, and the potential release of these environmental toxins could pose an environmental hazard.

Building Demolition Only Alternative: Under this alternative Building 20, the greenhouse, and the lath house would be demolished but the parking lot and associated improvements would not be constructed. The former building area would be seeded to provide a larger grassy open area or could potentially provide an opportunity for revegetation with native species. The North and South Gardens would continue to exist in their current states. The gardens and the open space would continue to need maintenance and improvements to repair or replace deteriorating and uneven pathways. Existing parking available at the Project Change Site would remain at its current level.

Finding:

Specific economic, legal, social, technological, or other considerations, including provision of employment opportunities for highly trained workers, make infeasible the project alternatives identified in the environmental impact report.

Supporting Evidence:

This alternative does not meet the following Project objectives and is rejected for that reason:

- *Provide parking, direct access, and loading space for the new Building 19, Emerging Technologies:* Demolition only would not provide sufficient space to serve the new building. As discussed in Section 2.3 in Chapter 2, *Project Description*, of the SEIR, based on the District's past and current practices on other similar construction projects, approximately two acres are needed to provide adequate staging area for the demolition of existing Buildings 12 and 19 and construction of the new 53,250-sf Building 19, Emerging Technologies. For example, the staging area for the current construction of the 55,000-sf Building B23 at Cañada College is approximately 97,500 sf (2.24 acres). The existing parking lot in the Building Only Demolition Alternative would not provide adequate staging area for construction equipment, demolition debris, and building materials associated with the Building 19, Emerging Technologies project.
- *Provide a staging area for the construction of the new Building 19, Emerging Technologies, that is adequately sized and located so as to minimize environmental impacts and disruptions to ongoing campus activities during Building 19 construction:* As discussed above, this alternative would not provide a useful staging area for construction of Building 19.
- *Expand parking options on the east side of the campus to better serve current students, staff, and the community/visitors:* This alternative would not expand parking options.
- *Improve access for disabled students:* This alternative would not change access for the disabled.

Reduced Parking Alternative: This alternative assumes that Building 20, the greenhouse, the

lath house, and a portion of the South Garden would be demolished for construction of a smaller parking lot than that proposed under the Project. Specifically, lots 20, 20A, and 20M would be combined into a single larger parking lot. To accomplish this, the Building 20 Complex would be demolished and a 1.4-acre parking lot containing approximately 180 parking spaces (replacing the existing 30–40 parking spaces) and associated improvements would be constructed. In addition to landscaping, described below, improvements would include storm water drainage, catch basins, and storm water treatment facilities; lighting, signage, and security. The parking lot would be located in the space currently occupied by the buildings and on adjacent space currently occupied by approximately 55 percent of the South Garden and 20 percent of the North Garden.

Approximately 45 percent of the South Garden, including the semi-mature non-native *Metasequoia glyptostroboides* (i.e., dawn redwood) tree and lawn area surrounding it, would be retained and improved with additional plantings. Additionally, over 80 percent of the North Garden would be retained and improved for outdoor education use by science classes. The Reduced Parking Alternative would require the removal of some existing trees, plants, and landscaping elements, but the amount of removed open space would be reduced compared to the Project. Even with the dramatic reeducation to the scope of the project under the Reduced Parking Alternative, the Reduce Parking Alternative would continue to have a significant and unavoidable impact with respect to exposing sensitive receptors to particulate matter pollution during construction as implementation of Mitigation Measure CSM-AQE-6 would still not be sufficient for impacts to the park area and would still be outside the jurisdiction and control of the District for offsite receptors. Similarly, other alternatives that would reduce the scope or uses outside the demolished Building 20 would also continue to have Air Quality construction impacts.

Finding:

Specific economic, legal, social, technological, or other considerations, including provision of employment opportunities for highly trained workers, make infeasible the project alternatives identified in the environmental impact report.

Supporting Evidence:

This alternative would not meet the Project objective to provide a staging area for the construction of the new Building 19, Emerging Technologies, that is adequately sized and located so as to minimize environmental impacts and disruptions to ongoing campus activities during Building 19 construction. As discussed in Section 2.3 in Chapter 2, Project Description of the SEIR, based on the District's past and current practices on other similar construction projects, approximately two acres are needed to provide adequate staging area for the demolition of existing Buildings 12 and 19 and construction of the new 53,250-sf Building 19, Emerging Technologies. The smaller, 1.4-acre parking lot in the Reduced Project Alternative would not provide adequate staging area for construction equipment, demolition debris, and building materials associated with the Building 19, Emerging Technologies project. This would unacceptably impair the District's ability to complete the demolition and construction associated with new Building 19, Emerging Technologies. Moreover, the Reduced Parking Alternative would

still have a significant and unavoidable impact to Air Quality during construction.

IV. STATEMENT OF OVERRIDING CONSIDERATIONS

The Final SEIR for the Project Change concluded that there would be a significant and unavoidable environmental impact on air quality during construction. Pursuant to CEQA Guidelines Section 15093, if it is to approve the Project Change, the Board must adopt a Statement of Overriding Consideration describing the Project Change's economic, legal, social, technological or other benefits. The following Statement of Overriding Considerations describes the specific Project Change benefits that outweigh its significant, unavoidable impact.

The Final SEIR disclosed that the Project Change will expose existing offsite receptors to pollutant concentrations during construction (Impact CSM-AQE-5). Construction-related diesel particulate matter (DPM) and fine particulate matter (PM2.5) at the College of San Mateo would exceed thresholds for pollutant concentrations established by the Bay Area Air Quality Management District. This impact would be temporary. As described in the above findings, the District has adopted several mitigation measures to reduce this impact below a level of significance as it applies to onsite receptors.

The Board finds that the following Project Change benefits outweigh this significant impact.

- The Project Change will remove Building 20 and eliminate its hazardous construction materials. This will eliminate the potential for unintentional release of these materials over time and avoid cost to the District of remediating a building that is no longer suitable for instructional or other use.
- The Project Change will support the overall campus renovation begun with the 2006 Campus Master Plan and continuing under the amended 2015 Campus Master Plan. It will provide convenient staging area for the construction of the new Building 19, Emerging Technologies. Without a convenient, sufficiently large area (at least 2 acres) for staging the demolition of existing Buildings 12 and 19 and construction of the new 53,250-sf Building 19, Emerging Technologies, ongoing campus activities would be impeded by having to locate staging activities in more than one location. Scattered staging sites would necessitate moving and storing materials around campus, disrupting normal activities.
- The Project Change will meet the following public policy objectives of the District:
 - Provide parking, direct access, and loading space for the new Building 19, Emerging Technologies;
 - Provide a staging area for the construction of the new Building 19, Emerging Technologies, that is adequately sized and located so as to minimize environmental impacts and disruptions to ongoing campus activities during Building 19 construction;

- Expand parking options on the east side of the campus to better serve current students, staff, and the community/visitors who access much-utilized facilities such as Building 10;
- Improve access for disabled persons; and
- Ensure safety of students and faculty by removing unsafe structures.

**REVISED MITIGATION MONITORING AND
REPORTING PROGRAM (College of San Mateo)
2015 FACILITIES MASTER PLAN AMENDMENT
PROJECT**

SCH# 2015052007

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October 2018



ICF. 2018. Revised Mitigation Monitoring and Reporting Program (College of San Mateo). 2015 Facilities Master Plan Amendment Project. October. (00234.15.) San Francisco, CA. Prepared for the San Mateo County Community College District, San Mateo County, CA.

Contents

Mitigation Monitoring and Reporting Program

Introduction 1

College of San Mateo

Aesthetics 7
Air Quality..... 9
Biological Resources 12
Cultural Resources 14
Geology and Soils..... 15
Greenhouse Gas Emissions and Energy 15
Hazards and Hazardous Materials 16
Hydrology and Water Quality 19
Noise 21
Transportation and Traffic 21

List of Tables

Table 1 Mitigation Monitoring Reporting Program – Summary of Mitigation Measures for the College of San Mateo..... 3

List of Abbreviations and Acronyms

| | |
|----------------|---|
| 2015 Project | 2015 Facilities Master Plan Amendment |
| ACMs | asbestos-containing materials |
| ASTM | American Society for Testing and Materials |
| BAAQMD | Bay Area Air Quality Management District |
| BMPs | best management practices |
| CAL FIRE | California Department of Forestry and Fire Protection |
| Cal-OSHA | California Occupational Safety and Health Administration |
| CARB | California Air Resources Board |
| CCR | California Code of Regulations |
| CDFW | California Department of Fish and Wildlife |
| CEQA | California Environmental Quality Act |
| CFR | Code of Federal Regulations |
| CSM | College of San Mateo |
| District | San Mateo County Community College District |
| DPM | diesel particulate matter |
| DSA | Disturbed Soil Area |
| EIR | Environmental Impact Report |
| EPA | U.S. Environmental Protection Agency |
| GHG | greenhouse gas |
| HVAC | heating, ventilation, air-conditioning |
| mph | miles per hour |
| NESHAP | National Emissions Standards for Hazardous Air Pollutants |
| NOX | oxides of nitrogen |
| PM | particulate matter |
| PM10 | particulate matter 10 micrometers or smaller |
| PM2.5 | particulate matter 2.5 micrometers or smaller |
| PRC | Public Resources Code |
| Project Change | 2018 College of San Mateo Building 20 Demolition |
| revised MMRP | revised mitigation monitoring and reporting program |
| ROG | reactive organic gas |
| sf | square feet |
| SFBAA | San Francisco Bay Area Air Basin |
| SMCWPPP | San Mateo Countywide Water Pollution Prevention Program |
| SPCCP | Spill Prevention, Control, and Countermeasure Program |
| SWPPP | Storm Water Pollution Prevention Plan |
| VOC | volatile organic compound |

Mitigation Monitoring and Reporting Program

Introduction

The San Mateo County Community College District (District) is the Lead Agency under the California Environmental Quality Act (CEQA) and State CEQA Guidelines. In December 2015, the District certified the *San Mateo Community College District 2015 Facilities Master Plan Amendment Final Environmental Impact Report* (2015 Certified EIR), SCH # 2015052007. When a lead agency makes findings on significant effects identified in an EIR, it must also adopt a program for reporting or monitoring mitigation measures that were adopted or made conditions of project approval (Public Resources Code [PRC] Section 21081.6[a]; State CEQA Guidelines Sections 15091[d], 15097). A mitigation and monitoring reporting program (MMRP) was prepared for the 2015 Certified EIR and adopted in conjunction with certification of the EIR.

In 2018, the District proposed changes to the College of San Mateo (CSM) component of the Project analyzed in the 2015 Certified EIR.¹ The proposed changes are within the Building 20 Complex (Project Change Site), which is located in the northeast portion of CSM and is bounded on the north by Perimeter Road, and on the south by existing Buildings 12 and 19. The Project Change Site includes Building 20, a greenhouse, a lath house, landscaped open space, and three surface parking lots. The Project analyzed in the 2015 Certified EIR did not propose any changes within the Project Change Site because of pending litigation. Now that the litigation has concluded, the District is proposing to demolish the on-site structures and replace them with an expanded parking lot and accompanying accessibility and landscaping improvements (Project Change).

A Subsequent Environmental Impact Report (SEIR) was prepared to evaluate the potential environmental impacts associated with the Project Change. The SEIR included revisions to some mitigation measures for CSM in the 2015 Certified EIR as well as new mitigation measures to reduce potentially significant environmental impacts related to the Project Change to a less-than-significant level. This document represents the revised MMRP (Revised MMRP) prepared by the District to reflect the changes to the 2015 MMRP for CSM that resulted from the 2018 SEIR for the Project Change. Changes to CSM mitigation measures and new mitigation measures from the SEIR are underlined in this document. This Revised MMRP also identifies the timing of implementation; the agency responsible for implementing the mitigation; and the agency responsible for monitoring the mitigation. The mitigation measures, timing, and responsibility are summarized in Table 1, and the full text of the mitigation measures follows. There is no legal requirement for the Lead Agency to circulate the monitoring program for public review prior to its usage. However, failure to follow with all required mitigation measures will constitute a basis for withholding future building permits or undertaking legal enforcement actions.

¹ While the 2015 Certified EIR analyzed master plan projects at three separate campuses, the Project Change described in this document is limited to the CSM campus. Therefore, throughout this MMRP, references to the previously approved Project only refer to the previously approved project at CSM, and do not include the Cañada College or Skyline College projects. Similarly, the mitigation measures for the Cañada College and Skyline College projects are not replicated here in the this Revised MMRP as no changes have been made to those mitigation measures.

This Revised MMRP has been prepared by the District, with technical assistance from ICF International, an environmental consulting firm. Questions should be directed to Mitchell Bailey at the District.

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Table 1. Revised Mitigation Monitoring Reporting Program - Summary of Mitigation Measures for the College of San Mateo

| Mitigation Measure | Implementation Responsibility | Monitoring Responsibility | Monitoring Notes |
|---|---|---------------------------|---|
| To Be Implemented Prior to Final Design | | | |
| CSM-AES-4: Apply minimum lighting standards at the College of San Mateo | District and project architect | District | |
| CSM-GEO-1: Prepare a site-specific geotechnical investigation for all structures to be occupied by humans at the College of San Mateo and comply with recommendations | District and qualified engineer | District | |
| To Be Implemented Prior to Construction | | | |
| <u>CSM-AES-2: Relocate unique botanical specimens on the Building 20 Complex at CSM</u> | <u>District and qualified botanist/ landscape architect</u> | <u>District</u> | <u>Relocated and replacement plants that do not survive within the first 5 years after relocation will be replaced at a 1:1 ratio</u> |
| <u>CSM-AES-3: Relocate existing commemorative plaques</u> | <u>District</u> | <u>District</u> | |
| CSM-AQE-4: Offset NO _x emissions generated during construction to quantities below applicable BAAQMD CEQA thresholds at the College of San Mateo | Construction Contractor | District and BAAQMD | |
| CSM-BIO-1: Implement special-status plant species avoidance and revegetation measures at the College of San Mateo | District and qualified botanist | District | |
| CSM-BIO-2: Implement white-tailed kite and other nesting bird avoidance measures at the College of San Mateo | District and qualified wildlife biologist | District | No more than 3 days prior to ground-disturbing or building demolition activities during bird nesting season (Feb. 1-Aug. 31) |
| CSM-BIO-3: Implement fringed myotis, pallid bat, and hoary bat avoidance measures at the College of San Mateo | District and qualified wildlife biologist | District | No more than 7 days prior to the onset of site preparation |
| CSM-HAZ-1: Prepare and implement a Spill Prevention, Control, and Countermeasure Program for construction activities at the College of San Mateo | Construction Contractor | District | |

| Mitigation Measure | Implementation Responsibility | Monitoring Responsibility | Monitoring Notes |
|---|-------------------------------|---------------------------|------------------|
| CSM-HAZ-2: Prepare a site safety plan (soil and groundwater management plan) to protect people from residual soil/groundwater contamination during construction at the College of San Mateo | Construction Contractor | District | |
| CSM-HYD-2: Design and maintain hydromodification features as post-construction measures at the College of San Mateo | District | District | |
| To Be Implemented During Construction | | | |
| CSM-AES-1: Limit exterior construction activities to daylight hours at the College of San Mateo within 0.25 mile of residences | Construction Contractor | District | |
| CSM-AQE-1: Implement BAAQMD basic construction mitigation measures to reduce construction-related NO _x emissions at the College of San Mateo | Construction Contractor | District | |
| CSM-AQE-2: Implement BAAQMD additional construction mitigation measures to reduce construction-related NO _x emissions at the College of San Mateo | Construction Contractor | District and BAAQMD | |
| CSM-AQE-3: Utilize clean diesel-powered equipment during construction to control construction-related DPM emissions at the College of San Mateo | Construction Contractor | District and BAAQMD | |
| CSM-AQE-5: Implement BAAQMD basic construction mitigation measures to reduce construction-related PM ₁₀ and PM _{2.5} dust at College of San Mateo | Construction Contractor | District and BAAQMD | |
| CSM-AQE-6: Install filtration systems on ventilation and recirculation systems at the College of San Mateo <u>and at off-site receptors over BAAQMD PM 2.5 thresholds during construction</u> | Construction Contractor | District and BAAQMD | |

| Mitigation Measure | Implementation Responsibility | Monitoring Responsibility | Monitoring Notes |
|--|--------------------------------------|---|-------------------------|
| CSM-CUL-1: Stop work if cultural resources are encountered during ground-disturbing activities at the College of San Mateo | District and Construction Contractor | District and qualified archaeologist and Native American representative | |
| CSM-CUL-2: Stop work if human remains are encountered during ground disturbing activities at the College of San Mateo | District and Construction Contractor | District and San Mateo County Coroner and Native American Heritage Commission | |
| CSM-GEO-2: Stockpile topsoil removed during construction at the College of San Mateo and reuse stockpiled topsoil during revegetation | Construction Contractor | District | |
| CSM-GHG-1: Where feasible, implement BAAQMD’s best management practices for GHG emissions at the College of San Mateo | Construction Contractor | District | |
| CSM-HAZ-3: Implement measures to protect people from exposure to lead and asbestos in building renovation or demolition activities at the College of San Mateo | Construction Contractor | District | |
| CSM-HAZ-4: Comply with legal requirements for fire prevention during construction activities at the College of San Mateo | Construction Contractor | District | |
| CSM-HYD-1: Implement erosion-control measures to protect water quality construction at the College of San Mateo | District | District | |
| <u>CSM-HYD-3: Design and maintain stormwater treatment features as post-construction measures at the Building 20 Complex at the College of San Mateo</u> | <u>District</u> | <u>District</u> | |
| <u>CSM-HYD-4: Design the site so that post-project peak runoff rates are at or below pre-project peak runoffs</u> | <u>District</u> | <u>District</u> | |

| Mitigation Measure | Implementation Responsibility | Monitoring Responsibility | Monitoring Notes |
|--|-------------------------------|--|------------------|
| CSM-NOI-1: Employ noise-reducing construction practices at the College of San Mateo | Construction Contractor | District | |
| CSM-TRA-1: Implement a Traffic Control Plan during construction at the College of San Mateo | Construction Contractor | District | |
| To Be Implemented During Project Operation | | | |
| CSM- HAZ-5: Create and maintain adequate firebreaks and practice fire prevention at the College of San Mateo | District | District and San Mateo Fire Department and/or CAL FIRE | Ongoing |

Note:

All references to “District” refer to the San Mateo County Community College District.

College of San Mateo

Aesthetics

Mitigation Measure CSM-AES-1: Limit exterior construction activities to daylight hours at the College of San Mateo within 0.25 mile of residences

The effect of nighttime construction light and glare on nearby residences will be minimized by limiting construction hours within 0.25 mile of residences. Construction activities, which are scheduled to take place between 6:00 am and 7:00 pm on weekdays, will be limited to daylight hours (which will vary according to season). Therefore, the construction hours will be adjusted during the seasons to ensure construction activities take place during daylight hours.

Mitigation Measure CSM-AES-2: Relocate unique botanical specimens on the Building 20 Complex at CSM

Botanical specimens described in this measure are defined as trees, shrubs, and herbaceous plants that have been intentionally planted in the past to be a part of the specimen garden at the Project Change Site and which are uncommon on the rest of the campus. CSM will relocate unique botanical specimens if the size and species type is conducive to relocation and survivability, which shall be determined by consulting with a qualified horticultural specialist, such as an experienced botanist and/or landscape architect.

The Project Change landscape plan will be revised to accommodate the relocation of unique botanical specimens to the degree possible. However, the proposed landscape plan should remain visually cohesive. Transplantable botanical specimens that would not blend well with the landscape plan will be relocated elsewhere to other locations on the campus. The new locations shall be selected for their suitability in ensuring the health and vigor of relocated plants. Relocation efforts will preserve existing botanical specimens at the campus to the highest degree possible.

However, some trees and shrubs will not be conducive to relocation due to their size or species type. Unique tree and shrub botanical specimens that cannot be relocated, such as the dawn redwood, will be replaced by CSM at a 1:1 ratio, at a minimum.

Container sizes for replacement specimens will be determined in coordination with the qualified horticultural specialist. Existing irrigation systems may need to be modified or new irrigation may need to be installed to ensure the survival of the relocated and replacement trees and shrubs. Relocated and replacement plants that do not survive within the first five (5) years after relocation will be replaced at a 1:1 ratio by CSM, permitted that the species in question is reasonably available. In the event that a species is not reasonably available, another comparable botanical specimen will be replanted in its place.

The Town of Hillsborough's Building and Planning Department will be provided with an opportunity to review and comment on the tree and landscape removal and replacement program.

Mitigation Measure CSM-AES-3: Relocate existing commemorative plaques

The "Adrian's Tree" plaque from the dawn redwood will be relocated by CSM and placed on a marker or monument for the replacement dawn redwood tree required by Mitigation Measure CSM-AES-2. A new bench will be located near this replacement tree and the plaque on the existing bench

will be relocated to the new bench. Similarly, the Eleanore D. Nettle Garden stone and plaque and the James K. Roberts plaque will be relocated to an area that will be replanted with specimens from that garden or comparable replacements.

Mitigation Measure CSM-AES-4: Apply minimum lighting standards at the College of San Mateo

The District will implement an interior lighting policy for all new buildings that does the following:

- Building design would be required to include low-intensity interior safety lighting for use during afterhours. This practice would decrease the amount of nighttime light that would occur from using standard interior lighting as safety lighting.
- Use of interior lights to ensure building safety as required by code, but the unnecessary overuse of interior nighttime lighting would be prevented by requiring that interior spaces implement a “lights-off” policy. This practice requires that all non-safety lighting be turned off at night (such as in offices, classrooms, and hallways), after instructional hours. This may be accommodated by utilizing automatic motion sensor lighting that is programmed for use afterhours.
- Use of harsh mercury vapor or low-pressure sodium bulbs would be prohibited.

All artificial outdoor lighting will be limited to safety and security requirements, designed using Illuminating Engineering Society’s design guidelines and in compliance with International Dark-Sky Association approved fixtures. All lighting is designed to have minimum impact on the surrounding environment and will use downcast, cut-off type fixtures that direct the light only towards objects requiring illumination. Shielding will be utilized, where needed, to ensure light pollution is minimized. Therefore, lights will be installed at the lowest allowable height and cast low-angle illumination while minimizing incidental light spill onto adjacent properties, open spaces, or backscatter into the nighttime sky. The lowest allowable illuminance level will be used for all lighted areas and the amount of nighttime lights needed to light an area will be minimized to the highest degree possible. Light fixtures will have non-glare finishes that will not cause reflective daytime glare. Lighting will be designed for energy efficiency and have daylight sensors or be timed with an on/off program. Lights will provide good color rendering with natural light qualities with the minimum intensity feasible for security, safety, and personnel access. Lighting, including light color rendering and fixture types, will be designed to be aesthetically pleasing.

LED lighting will avoid the use of blue-rich white light lamps and use a correlated color temperature that is no higher than 3,000 Kelvin (International Dark-Sky Association 2010a, 2010b, 2015). Wherever possible and pragmatic, the District will use fixtures and lighting control systems that conform to International Dark-Sky Associations Fixture Seal of Approval program. In addition, LED lights will use shielding to ensure nuisance glare and that light spill does not affect sensitive residential viewers.

Lights along pathways and safety lighting at building entrances and loading areas will employ shielding to minimize offsite light spill and glare and be screened and directed away from residences and adjacent uses to the highest degree possible. The amount of nighttime lights used along pathways will be minimized to the highest degree possible to ensure that spaces are not unnecessarily over-lit, while still maintaining minimum adequate lighting to provide necessary

visibility for security. For example, the amount of light can be reduced by limiting the amount of ornamental light posts to higher use areas and by using hooded wall mounts or bollard lighting on travel way portions of pathways.

In particular, pool lighting will employ spill and glare control features to minimize off-site light pollution. Luminaires will be chosen for the ability to provide horizontal and vertical beam control for better control in directing what is illuminated. In addition, shielding, such as a visor, will be used to further direct light and reduce light spill and ambient light glow. Luminaires will also incorporate photometric reflector systems that are designed to reduce light pollution.

Technologies to reduce light pollution evolve over time and design measures that are currently available may help but may not be the most effective means of controlling light pollution once the Project is designed. Therefore, all design measures used to reduce light pollution will employ the technologies available at the time of Project design to allow for the highest potential reduction in light pollution.

Air Quality

Mitigation Measure CSM-AQE-1: Implement BAAQMD basic construction mitigation measures to reduce construction-related NO_x emissions at the College of San Mateo

The District will ensure the construction contractor implements the following BAAQMD-recommended basic control measures to reduce NO_x emissions from construction equipment:

- Idling times will be minimized by shutting off equipment when it is not in use or by reducing the maximum idling time to 5 minutes (as required by the California airborne toxics control measure Title 13, Section 2485 of California Code of Regulations [CCR]). Clear signage will be provided for construction workers at all access points.
- All construction equipment will be maintained and properly tuned in accordance with manufacturer's specifications. All equipment will be checked by a certified mechanic and determined to be running in proper condition prior to operation.

Mitigation Measure CSM-AQE-2: Implement BAAQMD additional construction mitigation measures to reduce construction-related NO_x emissions at the College of San Mateo

The District will ensure the construction contractor implements the following BAAQMD-recommended additional control measures to reduce NO_x emissions from construction equipment.

- Minimize the idling time of diesel powered construction equipment to 2 minutes.
- The project will develop a plan demonstrating that the off-road equipment (more than 50 horsepower) to be used in the construction Project (i.e., owned, leased, and subcontractor vehicles) would achieve a project wide fleet-average 20% NO_x reduction and 45% PM exhaust reduction compared to the most recent CARB fleet average. Acceptable options for reducing emissions include the use of late model engines, low-emission diesel products, alternative fuels, engine retrofit technology, after-treatment products, add-on devices such as particulate filters, and/or other options as such become available.
- Use low VOC (i.e., ROG) coatings beyond the local requirements (i.e., Regulation 8, Rule 3: Architectural Coatings).

- Require that all construction equipment, diesel trucks, and generators be equipped with Best Available Control Technology for emission reductions of NO_x and PM.
- Require all contractors use equipment that meets CARB's most recent certification standard for off-road heavy duty diesel engines.

Mitigation Measure CSM-AQE-3: Utilize clean diesel-powered equipment during construction to control construction-related DPM emissions at the College of San Mateo

The District will ensure that all off-road diesel-powered equipment used during construction at Cañada College is equipped with EPA Tier 4 or cleaner engines, except for specialized construction equipment for which an EPA Tier 4 engine is not available. The use of Tier 4 engines will also act to reduce ROG and NO_x emissions from construction equipment.

Mitigation Measure CSM-AQE-4: Offset NO_x emissions generated during construction to quantities below applicable BAAQMD CEQA thresholds at the College of San Mateo

The District will enter into a development mitigation contract with BAAQMD in order to reduce criteria pollutant emissions generated during construction of the Project to quantities below the numeric BAAQMD thresholds (Table 3.2-4). The preferred source of emissions reductions for NO_x, will be through contributions to BAAQMD's Carl Moyer Program and/or other BAAQMD incentive programs.

Implementation of this mitigation would require the District adopt the following specific responsibilities.

- Enter into a mitigation contract with BAAQMD for the Carl Moyer Program and/or other BAAQMD emission reduction incentive program. The necessary reductions must be achieved (contracted and delivered) by the applicable year in question (i.e., emissions generated in year 2016 would need to be reduced offsite in 2016). Funding would need to be received prior to contracting with participants and should allow sufficient time to receive and process applications to ensure offsite reduction projects are funded and implemented prior to commencement of Project activities being reduced. In negotiating the terms of the mitigation contract, the Project applicant and BAAQMD should seek clarification and agreement on BAAQMD responsibilities, including the following.
 - Identification of appropriate offsite mitigation fees required for the Project.
 - Timing required for obtaining necessary offsite emission credits.
 - Processing of mitigation fees paid by the Project applicant.
 - Verification of emissions inventories submitted by the Project applicant.
 - Verification that offsite fees are applied to appropriate mitigation programs within the SFBAAB.
- Quantify mitigation fees required to satisfy the appropriate reductions. Funding for the emission reduction projects will be provided in an amount up to the emission reduction project cost-effectiveness limit set by for the Carl Moyer Program during the year that the emissions from construction are emitted. (The current Carl Moyer cost-effectiveness limit is ~~\$30,000~~ ~~18,030~~/weighted ton of criteria pollutants [NO_x + ROG + (20*PM)]). An administrative fee of 5% would be paid by the Project applicant to the BAAQMD to implement the program. The funding would be used to fund projects eligible for funding

under the Carl Moyer Program guidelines or other BAAQMD emission reduction incentive program meeting the same cost-effectiveness threshold that are real, surplus, quantifiable, and enforceable.

- Develop a compliance program to calculate emissions and collect fees from the construction contractors for payment to BAAQMD. The program will require, as a standard or specification of their construction contracts with the Project Sponsor, that construction contractors identify construction emissions and their share of required offsite fees, if applicable. Based on the emissions estimates, the Project applicant will collect fees from the individual construction contractors (as applicable) for payment to BAAQMD. Construction contractors will have the discretion to reduce their construction emissions to the lowest possible level through additional onsite mitigation, as the greater the emissions reductions that can be achieved by onsite mitigation, the lower the required offsite fee. Acceptable options for reducing emissions may include use of late-model engines, low-emission diesel products, additional electrification or alternative fuels, engine-retrofit technology, and/or after-treatment products. All control strategies must be verified by BAAQMD.
- Conduct daily and annual equipment activity monitoring to ensure onsite emissions reductions are achieved and no additional mitigation payments are required. Excess offsite funds can be carried from previous to subsequent years in the event that additional reductions are achieved by onsite mitigation. At the end of the Project, if it is determined that excess offset funds remain (outstanding contracts and administration over the final years of the contracts will be taken into consideration), BAAQMD and the Project applicant will determine the disposition of final funds (e.g., additional emission reduction projects to offset underperforming contracts, return of funds to the Project applicant, etc.).

Mitigation Measure CSM-AQE-5: Implement BAAQMD basic construction mitigation measures to reduce construction-related PM10 and PM2.5 dust at the College of San Mateo

The District will require all construction contractors to implement the basic construction mitigation measures recommended by BAAQMD to reduce fugitive dust emissions. Emission reduction measures will include, at a minimum, the following measures. Additional measures may be identified by BAAQMD or the contractor as appropriate.

- All exposed surfaces affected by construction (e.g., parking areas, staging areas, soil piles, graded areas, and unpaved access roads) will be watered two times per day, or as needed during the dry season(s) (unless limited by state or local drought response requirements or if there is a rain event).
- All haul trucks transporting soil, sand, or other loose material off site will be covered.
- All visible mud or dirt track-out onto adjacent public roads will be removed using wet power vacuum street sweepers at least once per day. The use of dry power sweeping is prohibited.
- All vehicle speeds on unpaved roads will be limited to 15 mph.
- All roadways, driveways, and sidewalks to be paved will be completed as soon as possible. Building pads will be laid as soon as possible after grading unless seeding or soil binders are used.
- A publicly visible sign will be posted with the telephone number and person to contact at the lead agency regarding dust complaints. This person will respond and take corrective action within 48 hours. BAAQMD's phone number will also be visible to ensure compliance with applicable regulations.

Mitigation Measure CSM-AQE-6: Install filtration systems on ventilation and recirculation systems at the College of San Mateo and at off-site receptors over BAAQMD PM 2.5 thresholds during construction

The District will install filtration systems on ventilation and recirculation systems within onsite and offsite residences, the offsite school, and the on-site childhood development center where the BAAQMD PM2.5 concentration thresholds are exceeded after application of other onsite construction air quality mitigation measures. All filters must be rated MERV-15 or higher. The District will submit a plan for installation and maintenance of all filters in accordance with the manufacturer's recommendations to the County prior to approval of the first building permits. The onsite and offsite plans will be incorporated into the Project's Operations and Maintenance Manual. If installation of filtration at the off-site school, off-site residences, and the child development center is determined to be technically infeasible (due to existing HVAC systems) or rejected by the off-site school or residences, the rationale shall be documented and approved by the CSM administration.

In the event that background community risks change due to new or removed sources, revised modeling will be required before changes to the filtration system can be incorporated into the building design. The modeling would be included in a proposal submitted to the County for review and approval prior to issuance of building permits.

As shown above in the underlined revisions to Certified EIR Mitigation Measure CSM-AQ-6, the Project Change would result in the need for new mitigation measures relative to filtration systems at the off-site residences, school, and the on-site child development center to reduce cumulative PM2.5 exposure, which is the cumulative effect of the Project Change contributions and contributions from background sources.

Biological Resources

Mitigation Measure CSM-BIO-1: Implement special-status plant species avoidance and revegetation measures at the College of San Mateo

Prior to construction, the District will retain a qualified botanist to survey any areas of proposed construction disturbance that contain suitable habitat for western leatherwood, fragrant fritillary, congested-headed hayfield tarplant, Choris' popcornflower, and showy Rancharia clover. The qualified botanist will survey appropriate areas of suitable habitat for the species during each species' blooming period (Table 3.3-2). Surveys will be conducted in accordance with CDFW's *Protocols for Surveying and Evaluating Impacts to Special Status Native Plant Populations and Natural Communities* (California Department of Fish and Game 2009).

If no special-status plants are identified during the design-period surveys, then no further action is necessary. If one or more special-status species is found within areas proposed for disturbance, then the occurrence will be avoided, if feasible. If avoidance is not possible, a revegetation and monitoring plan will be developed and executed by a qualified botanist retained by the District prior to ground disturbance that would affect the plants. The revegetation and monitoring plan will include the following components.

- Collection of seed prior to disturbance.
- Reseeding and revegetation on a site with suitable soils and exposure.
- Regular monitoring to evaluate the success of the reseeded and revegetation and remedial measures if necessary.

Details regarding specific monitoring protocols, success criteria, and the length of the monitoring program will be developed in coordination with and approved by the appropriate regulatory agencies.

Mitigation Measure CSM-BIO-2: Implement white-tailed kite and other nesting bird avoidance measures at the College of San Mateo

Prior to any construction activities scheduled during the bird nesting season (February 1 to August 31), the District will retain a qualified wildlife biologist with demonstrated nest-searching experience to conduct preconstruction surveys for nesting birds, including raptors. The preconstruction survey will occur no more than 3 days prior to the onset of ground disturbing activities (including clearing, grubbing, and staging). If active nests are found during the survey, no-disturbance species-specific buffer zones will be established by the biologist and marked with high-visibility fencing, flagging, or pin flags. No construction activities will be allowed within the buffer zones. The size of the buffer will be based on the species' sensitivity to disturbance and planned work activities in the vicinity; typical buffer sizes are 250 feet for raptors and 50 feet for other birds. The buffer will remain in effect until the nest is no longer active. If a lapse in Project-related activities of 15 days or longer occurs, another preconstruction survey will be conducted.

To the extent feasible, the District or its contractor will initiate building demolition outside of the nesting season to avoid impacts on active nests affixed to the structure before they become active during the nesting season (February 1 to August 31). If structure demolition activities cannot occur outside of the nesting season, the District or its contractor will remove inactive nests from the structure to be demolished and install nest exclusion measures (i.e., fine mesh netting, panels, or metal projectors) outside of the nesting season. All exclusionary devices will be monitored and maintained throughout the breeding season to ensure that they are successful in preventing the birds from accessing the cavities or nest sites. No more than 3 days prior to building demolition activities, a qualified biologist will conduct a preconstruction survey of all potential nesting habitat on the structure to be demolished and the surrounding areas for the presence of active nests. If active nests are found on the building or in the affected area, then demolition activities will not proceed until the biologist verifies that all nests on the building are inactive.

After all surveys and/or nest deterrence activities are completed, the biologist will complete a memorandum detailing the survey effort and results and submit the memorandum to the District within 7 days of survey completion.

Mitigation Measure CSM-BIO-3: Implement fringed myotis, pallid bat, and hoary bat avoidance measures at the College of San Mateo

Prior to the start of construction activities at sites offering suitable bat roosting habitat, the District will retain a qualified wildlife biologist with demonstrated bat field experience to conduct preconstruction surveys for fringed myotis, pallid bat, and hoary bat. Surveys will take place no more than 7 days prior to the onset of site preparation (e.g., tree removal) and construction activities with the potential to disturb bats or their habitat and will include close inspection of potential bat roosts, such as trees and any built features within the Project footprint.

If special-status bats are found in the footprint of a proposed improvement and avoidance of roosting areas is not possible, avoidance and minimization measures will be required if it is determined that bats are using the trees as roost sites and/or sensitive bat species are detected during acoustic monitoring. Appropriate measures will be determined in coordination with CDFW and may include the following measures.

- Tree removal will be avoided between April 15 and September 15 (the maternity period) to avoid impacts on pregnant females and active maternity roosts (whether colonial or solitary).
- All tree removal will be conducted between September 15 and October 30, which corresponds to a time period when bats have not yet entered torpor or would be caring for non-volant young.
- Trees will be removed in pieces, rather than felling the entire tree.
- If a maternity roost is located, whether solitary or colonial, that roost will remain undisturbed until September 15 or until a qualified biologist has determined the roost is no longer active.
- If avoidance of non-maternity roost trees is not possible, and tree removal or trimming must occur between September 15 and October 30, qualified biologists will monitor tree trimming/removal. Prior to removal/trimming, each tree will be gently shaken and several minutes should pass before felling trees or trimming limbs to allow bats time to arouse and leave the tree. The biologists should search downed vegetation for dead and injured bats. The presence of dead or injured bats that are species of special concern will be reported to CDFW.
- Compensatory mitigation for the loss of roosting habitat will also be determined through consultation with CDFW and may include the construction and installation of suitable replacement habitat (e.g., bat houses, planting cottonwood trees) onsite.

The District will be responsible for ensuring that CDFW requirements are implemented. Multiple survey visits and survey methods may be required at a single site to determine presence or absence of roosting bats depending on season and roost type.

Cultural Resources

Mitigation Measure CSM-CUL-1: Stop work if cultural resources are encountered during ground-disturbing activities at the College of San Mateo

The District will ensure the construction specifications include a stop work order if prehistoric or historic-period cultural materials are unearthed during ground-disturbing activities. All work within 100 feet of the find will be stopped until a qualified archaeologist and Native American representative can assess the significance of the find. Prehistoric materials might include obsidian and chert flaked-stone tools (e.g., projectile points, knives, scrapers) or tool making debris; culturally darkened soil (midden) containing heat-affected rocks and artifacts; stone milling equipment (e.g., mortars, pestles, handstones, or milling slabs); and battered-stone tools, such as hammerstones and pitted stones. Historic-period materials might include stone, concrete, or adobe footings and walls; filled wells or privies; and deposits of metal, glass, and/or ceramic refuse. If the find is determined to be potentially significant, the archaeologist, in consultation with the Native American representative, will develop a treatment plan that could include site avoidance, capping, or data recovery.

Mitigation Measure CSM-CUL-2: Stop work if human remains are encountered during ground-disturbing activities at the College of San Mateo

The District will ensure the construction specifications include a stop work order if human remains are discovered during construction or demolition. There will be no further excavation or disturbance of the site within a 50-foot radius of the location of such discovery, or any nearby area reasonably suspected to overlie adjacent remains. The San Mateo County Coroner will be notified and will make a determination as to whether the remains are Native American. If the Coroner determines that the remains are not subject to his authority, he will notify the Native American Heritage Commission, who will attempt to identify descendants of the deceased Native American. If no satisfactory agreement can be reached as to the disposition of the remains pursuant to this state law, then the land owner will re-enter the human remains and items associated with Native American burials on the property in a location not subject to further subsurface disturbance.

Geology and Soils

Mitigation Measure CSM-GEO-1: Prepare a site-specific geotechnical investigation for all structures to be occupied by humans at the College of San Mateo and comply with recommendations

The District will have a qualified engineer prepare design-level geotechnical investigations for each Project element involving human occupation. The geotechnical investigation report will include recommendations to ensure the building is designed in accordance with the specifications of CGS Special Publication 117, *Guidelines for Evaluating and Mitigating Seismic Hazards*, and the requirements of the Seismic Hazards Mapping Act, which will minimize the structural damage and risk to humans from seismically induced groundshaking. The District and DSA will ensure that recommendations made in the geotechnical report will be implemented as part of the Project's design and construction.

Recommendations may include considerations for design of permanent below-grade walls to resist static lateral earth pressures, lateral pressures caused by seismic activity, and traffic loads; a method for backdraining walls to prevent the buildup of hydrostatic pressure; considerations for design of excavation shoring system; excavation monitoring; and seismic design.

Mitigation Measure CSM-GEO-2: Stockpile topsoil removed during construction at the College of San Mateo and reuse stockpiled topsoil during revegetation

The contractor(s) retained for construction and revegetation of the Project will stockpile excavated topsoil on disturbed areas within the campus boundaries (e.g., parking lot expansion areas) so that it can be reused for revegetation on the campus as needed. To ensure maximum topsoil recovery, topsoil will be stockpiled separately from other excavated materials and covered. Revegetation and landscaping will use stockpiled topsoil.

Greenhouse Gas Emissions and Energy

Mitigation Measure CSM-GHG-1: Where feasible, implement BAAQMD's best management practices for GHG emissions at the College of San Mateo

All construction contractors will implement the following BAAQMD-recommended best management practices (BMPs) to reduce GHG emissions, as applicable.

- Use alternative-fueled (e.g., biodiesel, electric) construction vehicles/equipment in at least 15% of the fleet.
- Use at least 10% local building materials.
- Recycle at least 50% of construction waste or demolition materials.

Hazards and Hazardous Materials

Mitigation Measure CSM-HAZ-1: Prepare and implement a Spill Prevention, Control, and Countermeasure Program for construction activities at the College of San Mateo

The contractors will develop and implement a spill prevention, control, and countermeasure program (SPCCP) to minimize the potential for and effects from spills of hazardous, toxic, or petroleum substances during construction and demolition activities. The SPCCP will be completed before any construction or demolition activities begin. Implementation of this measure will comply with state and federal water quality regulations.

The District will review and approve the SPCCP before onset of construction activities. The District will routinely inspect the construction area to verify that the measures specified in the SPCCP are properly implemented and maintained. The District will notify its contractors immediately if there is a noncompliance issue and will require compliance.

The federal reportable spill quantity for petroleum products, as defined in 40 CFR 110, is any oil spill that includes any of the following.

- Violates applicable water quality standards.
- Causes a film or sheen on or discoloration of the water surface or adjoining shoreline.
- Causes a sludge or emulsion to be deposited beneath the surface of the water or adjoining shorelines.

If a spill is reportable, the contractors' superintendents will notify the District, and the District will take action to contact the appropriate safety and clean-up crews to ensure that the SPCCP is followed. A written description of reportable releases must be submitted to the San Francisco Bay Regional Water Quality Control Board. This submittal must contain a description of the spill, including the type of material and an estimate of the amount spilled, the date of the release, an explanation of why the spill occurred, and a description of the steps taken to prevent and control future releases. The releases would be documented on a spill report form.

If a reportable spill has occurred and results determine that Project activities have adversely affected surface water or groundwater quality, a detailed analysis will be performed by a registered environmental assessor to identify the likely cause of contamination. This analysis will conform to American Society for Testing and Materials (ASTM) standards, and will include recommendations for reducing or eliminating the source or mechanisms of contamination. Based on this analysis, the District and its contractors will select and implement measures to control contamination, with a performance standard that groundwater quality must be returned to baseline conditions. These measures will be subject to approval by the District.

Mitigation Measure CSM-HAZ-2: Prepare a site safety plan (soil and groundwater management plan) to protect people from residual soil/groundwater contamination during construction at the College of San Mateo

The construction specifications will include this measure to protect construction workers and/or the public from known or previously undiscovered soil and groundwater contamination during construction activities. Prior to excavation, a Site Safety Plan (soil and groundwater management plan) will be prepared and, at a minimum, include the following.

- A requirement that all construction activities involving work in proximity to potentially contaminated soils and/or groundwater be undertaken in accordance with California Occupational Safety and Health Administration (Cal/OSHA) standards, contained in Title 8 of the CCR.
- Soil and groundwater mitigation and control specifications for construction activities, including health and safety provisions for monitoring exposure to construction workers, procedures to be undertaken in the event that previously unreported contamination is discovered, and emergency procedures and responsible personnel.
- Procedures for managing soils and groundwater removed from the site to ensure that any excavated soils and/or dewatered groundwater with contaminants are stored, managed, and disposed in accordance with applicable regulations.

Mitigation Measure CSM-HAZ-3: Implement measures to protect people from exposure to lead and asbestos in buildings during building renovation or demolition activities at the College of San Mateo

To protect construction workers and the public from known or undiscovered hazardous building materials, including asbestos and lead, all demolition activities will be undertaken in accordance with the California Occupational Safety and Health Administration (Cal OSHA) standards contained in Title 8 of the California Code of Regulations (CCR). During demolition activities, all building materials containing lead-based paint will be removed in accordance with Cal OSHA Lead in Construction Standard, Title 8, CCR 1532.1. All potentially friable asbestos-containing materials (ACMs) will be removed in accordance with National Emissions Standards for Hazardous Air Pollutants (NESHAP) guidelines prior to building demolition or renovation that may disturb the materials. Applicable standards include the following.

- The facility will be inspected before any renovation occurs in which 160 square feet or more of building materials or 260 linear feet or more of pipe insulation will be disturbed at a regulated facility, or any demolition occurs at a regulated facility.
- An asbestos notification form will be submitted to the Bay Area Air Quality Management District for any regulated asbestos abatement Project or regulated demolition 10 working days before the activity begins.
- If ACMs are discovered during a renovation or demolition, they must be removed before the Project may proceed. Also, the Cal/OSHA and California Environmental Protection Agency hazardous waste regulations apply in most cases.

Mitigation Measure CSM-HAZ-4: Comply with legal requirements for fire prevention during construction activities at the College of San Mateo

In accordance with the Public Resources Code (PRC), the construction contractor will comply with the following legal requirements during construction activities.

- Earthmoving and portable equipment with internal combustion engines will be equipped with a spark arrestor to reduce the potential for igniting a wildland fire (PRC Section 4442).
- Appropriate fire suppression equipment will be maintained during the highest fire danger period: from April 1 to December 1 (PRC Section 4428).
- On days when a burning permit is required, flammable materials will be removed to a distance of 10 feet from any equipment that could produce a spark, fire, or flame, and the construction contractor will maintain the appropriate fire suppression equipment (PRC Section 4427).
- On days when a burning permit is required, portable tools powered by gasoline-fueled internal combustion engines will not be used within 25 feet of any flammable materials (PRC Section 4431).

Mitigation Measure CSM-HAZ-5: Create and maintain adequate firebreaks and practice fire prevention at the College of San Mateo

The District will comply with the following measures for the duration of Project operations.

- Maintain around and adjacent to buildings and structures a firebreak made by removing and clearing away, for a distance of 100 feet as required by PRC 4290, all flammable vegetation or other combustible growth.
- Maintain around and adjacent to the project facilities additional fire protection or firebreak made by removing all brush, flammable vegetation, or combustible growth that is located within 100 feet of the structures or to the property line, whichever is nearer. Grass and other vegetation located more than 30 feet from the structures and less than 18 inches in height above the ground may be maintained where necessary to stabilize the soil and prevent erosion.
- Provide prior to project operations and maintain at all times a screen over the outlet of every chimney or stack that is attached to any device that burns any solid or liquid fuel. The screen will be constructed of nonflammable material with openings not larger than 0.5 inch.
- Prior to occupancy, install fire extinguishers.
- Employees will be trained in using extinguishers and communicating with the San Mateo Fire Department.
- The San Mateo Fire Department and/or CAL FIRE will periodically inspect the project area.
- Provide the San Mateo Fire Department and/or CAL FIRE access to onsite water storage tanks, if such access is needed.

Hydrology and Water Quality

Mitigation Measure CSM-HYD-1: Implement erosion-control measures to protect water quality during construction at the College of San Mateo

The District will ensure the Project's construction specifications include the storm water pollution prevention plan (SWPPP) to minimize the mobilization of sediment to storm drains and adjacent water bodies. The SWPPP will include the following erosion- and sediment-control measures, based on standard industry measures and standard dust-reduction measures.

- Cover or apply nontoxic soil stabilizers to inactive construction areas (previously graded areas inactive for 10 days or more) that could contribute sediment to waterways.
- Enclose and cover exposed stockpiles of dirt or other loose, granular construction materials that could contribute sediment to waterways.
- Contain soil and filter runoff from disturbed areas by berms, vegetated filters, silt fencing, straw wattle, plastic sheeting, catch basins, or other means necessary to prevent the escape of sediment from the disturbed area.
- Prohibit the placement of earth or organic material where it may be directly carried into a stream, marsh, slough, lagoon, or body of standing water.
- Prohibit the following types of materials from being rinsed or washed into streets, shoulder areas, or gutters: concrete, solvents and adhesives, fuels, dirt, gasoline, asphalt, and concrete saw slurry.
- Conduct dewatering activities according to the provisions of the SWPPP.
- Prohibit placement of dewatered materials in local water bodies or in storm drains leading to such bodies without implementation of proper construction water quality control measures.

Mitigation Measure CSM-HYD-2: Design and maintain hydromodification features as postconstruction measures at the College of San Mateo

The District will ensure that facility improvement areas are incorporated into the design prior to the construction phase, where feasible, and located to limit the volume of additional stormwater runoff by matching post-project flows to pre-project flows, and provide for onsite treatment of contaminants. These facility improvement areas will be open, level areas vegetated to allow runoff to be distributed evenly across the area. Generally, they will be designed to treat runoff by filtering raw runoff through the soil media in the treatment area to trap particulate pollutants (suspended solids and trace metals) and promote infiltration. However, alternative methods to treat runoff may be used, such as bio-filtration basins, underground detention and retention vaults or tanks, gravel beds, perforated pipes, stormwater chambers, pervious pavement, and green roofs that contain filtration media. Project areas will be designed to treat runoff so that pollutants (e.g., sediment, landscape fertilizers and/or pesticides, oil from parking areas) can be filtered out and, therefore, the Project will not contribute a substantial number of additional pollutants to runoff.

Maintenance of these features will be performed routinely to prevent sediment buildup and clogging in order to ensure optimal pollutant removal efficiency. Maintenance activities will include those listed below and would be done periodically.

- Remove obstructions, debris and trash and dispose of properly.
- Inspect to ensure proper drainage between storms and within 5 days following rainfall.

- Inspect inlets for channels, soil exposure, or other evidence of erosion.
- Remove obstructions and sediment.
- Maintain vegetation via pruning and weeding, and treat with preventative and low-toxic methods.
- Check that mulch is maintained at an appropriate depth and replenish as necessary.
- Use soil that meets specifications included in the SMCWPPP C.3 Stormwater Technical Guidance Manual, or comparable document. Specifically, soils must percolate at a rate of 5 to 10 inches per hour.

A facility improvement area inspection and maintenance checklist will be used to conduct inspections, identify needed maintenance, and record maintenance that is conducted. Operation of the hydromodification features is expected to improve the quality of stormwater from the Project site. Maintenance of these areas would help eliminate or minimize impacts on stormwater quality.

Mitigation Measure CSM-HYD-3: Design and maintain stormwater treatment features as postconstruction measures at the Building 20 Complex at the College of San Mateo

The District will ensure the design of the proposed parking lot at the Building 20 complex includes appropriately sized stormwater treatment to minimize the mobilization of pollutants to storm drains and adjacent water bodies. As recommended by the San Mateo Countywide Water Pollution Prevention Program, the 4 percent method will be used to estimate the surface area required for stormwater treatment of the Project Change Site. The 4 percent method is used to hydraulically size stormwater treatment areas and based on a rainfall of 0.2 inch/hour. Based on the size of the Building 20 complex site (approximately 69,850 sf, or 80.8 percent), the parking lot project will need to provide 0.064 acres (2,794 sf) for stormwater treatment.

If an alternative method of treatment is used such as a subsurface infiltration system or pervious paving, the Volume-Based Sizing Criteria may be used to estimate the area required for treatment. As a result, the project would design volume-based treatment measures to treat stormwater runoff equal to the volume of annual runoff required to achieve 80 percent or more capture, determined in accordance with methodology set in Appendix D of the California Stormwater BMP Handbook, and using local rainfall data.

Mitigation Measure CSM-HYD-4: Design the site so that post-project peak runoff rates are at or below pre-project peak runoff rates

The District will adopt design criteria for development and redevelopment projects to protect campus stormwater facilities and to mitigate potential adverse impacts to downstream areas due to increases in peak runoff flow rates. Development and redevelopment projects will be designed so that post-project peak runoff rates are at or below pre-project peak runoff rates. The District will implement the design criteria to ensure that post-project peak flows will be mitigated to at or below pre-project conditions for up to the 50-year storm event and the overflow shall be sized to accommodate up to a 100-year storm event.

Noise

Mitigation Measure CSM-NOI-1: Employ noise-reducing construction practices at the College of San Mateo

If construction work must be conducted between the hours of 6:00 p.m. and 7:00 a.m. weekdays, 5:00 p.m. and 9:00 a.m. on Saturdays, or at any time on Sundays, Thanksgiving and Christmas, the District will require the contractor to employ noise-reducing construction practices limit noise to be in compliance with the county noise standards specified in Table 3.10-1. Measures that can be used to limit noise include those listed below.

- Locating equipment as far as feasible from noise sensitive uses.
- Requiring that all construction equipment powered by gasoline or diesel engines have sound-control devices that are at least as effective as those originally provided by the manufacturer and that all equipment be operated and maintained to minimize noise generation.
- Not allowing idling inactive construction equipment for prolonged periods (i.e., more than 2 minutes).
- Prohibiting gasoline or diesel engines from having unmuffled exhaust.
- Scheduling construction activities and material hauling that may affect traffic flow to off-peak hours and using routes that would affect the fewest number of people.
- Using noise-reducing enclosures around noise-generating equipment.
- Constructing temporary barriers between noise sources and noise-sensitive land uses or taking advantage of existing barrier features (terrain, structures) to block sound transmission.

Transportation and Traffic

Mitigation Measure CSM-TRA-1: Implement a Traffic Control Plan during construction at the College of San Mateo

The District will require the construction contractor(s) to develop a traffic control plan, as appropriate, to minimize the effects of construction traffic on the surrounding area. (A traffic control plan may not be required for minor construction activities.) The plan will be subject to review and approval by the District. The District will be responsible for monitoring to ensure that the plan is effectively implemented by the construction contractor(s). The Town of Hillsborough's Public Works and Police Departments will be provided with an opportunity to review and comment on the Traffic Control Plan. The construction traffic control plan will include the following requirements.

- Provide clearly marked pedestrian detours if any sidewalk or pedestrian walkway closures are necessary.
- Provide clearly marked bicycle detours if heavily used bicycle routes must be closed, or if bicyclist safety might be otherwise compromised.
- Provide crossing guards and/or flag persons as needed to avoid traffic conflicts and ensure pedestrian and bicyclist safety.

- Use nonskid traffic plates over open trenches to minimize hazards.
- Locate all stationary equipment as far away as possible from areas used heavily by vehicles, bicyclists, and pedestrians.
- Notify and consult with emergency service providers and provide emergency access by whatever means necessary to expedite and facilitate the passage of emergency vehicles.
- Avoid routing construction traffic through residential areas to the extent feasible. Prohibit mobilization and demobilization of heavy construction equipment during AM and PM peak traffic hours.
- Provide access for driveways and private roads outside the immediate construction zone by using steel plates or temporary backfill, as necessary.
- Prohibit construction worker parking in residential areas.

BOARD REPORT NO. 18-12-103B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Aaron McVean, Vice Chancellor, Educational Services and Planning 650-358-6879
 Karrie Mitchell, VP, Planning, Research and Institutional Effectiveness 650-358-6861
 Susan Harrison, Director, General Services, 650-358-6879

**APPROVAL OF CONTRACT AWARDS FOR CONSTITUENT RELATIONSHIP
 MANAGEMENT (CRM) SOFTWARE AND IMPLEMENTATION SERVICES FOR STUDENT
 SUCCESS TO APEX IT AND ENROLLMENT RX**

During 2017, The District convened a Technology Taskforce to explore how to improve the student experience, outcomes and success through the application of technology in support of its Students First strategic focus. The Taskforce identified three areas of need: (1) operational efficiency through integrated and transparent business processes, (2) expanded use of data, and (3) greater ease of use for students and employees. As an outcome of its analysis, the District decided to purchase and implement a Constituent Relationship Management system (CRM) to augment or replace its current recruiting and retention software packages and processes. On February 16, 2018, the District released RFP 86776 soliciting proposals for CRM Software and Implementation Services.

The responses were due on March 12, 2018 and the District received a total of 7 proposals. One of the proposals was deemed non-responsive and was not reviewed. The 6 proposals were as follows:

| Proposer | Proposed Platform | Original Proposal Price | Revised Pricing based on further request from District |
|------------------------|--------------------------|--------------------------------|---|
| Apex IT /Enrollment Rx | SalesForce/Proprietary | \$ 950,130 | \$ 978,250 |
| Appirio | SalesForce | \$1,795,884 | |
| Ellucian | Ellucian | \$ 952,962 | |
| Engage2Serve | Proprietary | \$ 821,425 | |
| Huron | SalesForce | \$1,167,322 | \$2,059,840 |
| TargetX | SalesForce/Proprietary | \$1,820,000 | |

(NOTE: Proposals using SalesForce Platform do not include SalesForce licensing costs. All proposals submitted with SalesForce Platform stated licensing costs would be determined as part of scoping activities)

The proposers were notified that their solutions would be evaluated on criteria including, but not limited to the following:

- Vendor qualifications and experience
- Proposed implementation approach
- Product Description
- Demonstration of vendor understanding of district and college culture, structure, and strategic priorities
- Pricing and cost proposal

A districtwide team representing Student Services, IT, Research, Educational Services and Planning and Purchasing professionals reviewed the proposals. Kennedy and Company, consultant to the District, also attended vendor interviews and provided expertise on the proposed products and platforms. Five of the proposals were deemed responsive and responsible based on the requirements and were invited back to the District for a three-hour interview with the entire evaluation team to demonstrate their products and answer specific questions about their solutions. The proposers invited to interview were:

- Apex IT/Enrollment Rx
- Appirio
- Ellucian
- Huron
- TargetX

While Engage2Serve offered very competitive pricing, they were deemed non-responsive and responsible due to their relatively short time in the market, a limitation on the number of active users allowed on the system and the potential for lack of flexibility due to the proprietary platform.

Ellucian provided competitive pricing and their solution did have some implementation advantages given that it is on the same platform as the District's ERP system. However, after interviewing the firm, the evaluation team determined that the product did not currently offer the innovative features demonstrated by the other proposals. The TargetX team was also strong and had some advantages due to being an "out-of-the-box" product, but there was a concern that the product would not allow the flexibility to adapt the system to the District's needs. Appirio also presented a strong team but their proposed implementation approach was quite rigid.

The committee deemed that either Apex IT/Enrollment Rx or Huron would best serve the District's needs. The Huron proposal was based on a customized implementation. The Apex IT/Enrollment Rx solution capitalized on the District's current use of Enrollment Rx to bring cost and time efficiencies to the project. Enrollment Rx is currently used for the District's international students, and that functionality can be fairly easily modified to accommodate use for the broader student population. A small subcommittee of the entire evaluation team was asked to do further research and make a recommendation between the two. The team followed up with both vendors for clarification on implementation specifics and revised pricing (shown on the chart on page 1).

It was determined that the Apex IT/Enrollment Rx solution best suits the District's needs. The District is recommending that the Board approve the award and contracts for Implementation Fees and Software licensing to Apex IT and Enrollment Rx.

The ultimate costs of this project will also include Salesforce licensing, the costs of which were not included in the responses to the RFP. The District's initial research suggests that additional licensing fees are not expected to exceed \$1.8 million over five years; however, the exact number and pricing cannot be determined until further scoping, as a part of the implementation, occurs. The District anticipates bringing the Salesforce licensing agreements to the Board in early 2019.

RECOMMENDATION

It is recommended that the Board approve the award of RFP #86776 and the underlying contracts for Constituent Relationship Management (CRM) Software and Implementation Services for Student Success to Apex IT for Implementation Services in an amount not to exceed \$524,150 and to Enrollment Rx in the amount of \$454,100 (for one-time implementation services not to exceed \$59,100 and ongoing licensing fees for five years not to exceed \$395,000). Salesforce licensing is to be determined as part of the implementation. The district will enter into separate licensing agreements with Salesforce not to exceed \$1.8 million over five years. After the initial 5 year period, recurring licensing and maintenance fees for all components will be ongoing throughout the life of the CRM.

BOARD REPORT NO. 18-12-104B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: José D. Nuñez, Vice Chancellor, Facilities Planning, Maintenance & Operations,
358-6836
Chris Strugar-Fritsch, Director of Capital Projects, 378-7342

**APPROVAL OF CONTRACT AWARD FOR SKYLINE COLLEGE FITNESS PARKLAND
AND ACCESSIBLE ROUTE TO COLLEGE RIDGE PROJECT**

The Skyline College Fitness Parkland and Accessible Route to College Ridge will provide an accessible pedestrian path from the Skyline College Campus universal access to College Ridge as well as an outdoor Fitness Parkland accessible to the public, as required by the City of San Bruno Conditions of Approval for the College Ridge Project located at 3300 College Drive, Parcel B.

The Facilities Planning Department, with support from Carducci Associates Inc., procured the project through the competitive bidding process. An advertisement for this construction opportunity (Bid #86791) was released through the PlanetBids online bidding system. A formal Advertisement to Bid was published in a local newspaper for two consecutive weeks on October 22 and October 29, 2018. A total of six (6) general contractors attended the mandatory pre-bid conferences on November 5 and November 7, 2018.

On November 28, 2018, the District received three bids for this project as follows:

| Contractor | Total Bid |
|--------------------------------|------------------|
| Galeb Paving Inc. | \$1,224,750 |
| Robert A. Bothman Construction | \$1,159,200 |
| Rodan Builders Inc. | \$1,141,212 |

Subsequent to receiving the bids, the Facilities staff conducted an analysis of the bids and found a miscalculation on the Rodan Builders Inc. Bid Form showing a Total Bid of \$1,141,212 instead of the actual total value of \$1,140,800. Rodan has confirmed the total bid was incorrect on the bid form and, if awarded, the contract will complete the project for \$1,140,800. Public contracting case law and the project bid documents allow the District to waive minor irregularities in the submitted bids. Facilities also conducted a due diligence investigation of the bid results to ascertain that Rodan Builders, Inc. is the lowest responsive responsible bidder and meets all the requirements of the project.

The project will be funded by Measure H general obligation bonds and local funds.

RECOMMENDATION

It is recommended that the Board of Trustees authorize the Executive Vice Chancellor to execute a contract with Rodan Builders Inc. for the Skyline College Fitness Parkland and Accessible Route to College Ridge Project, Bid # 86791, in an amount not to exceed \$1,140,800.

BOARD REPORT NO. 18-12-105B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: José D. Nuñez, Vice Chancellor, Facilities Planning, Maintenance and Operations, 358-6836
Chris Strugar-Fritsch, Director of Capital Projects, 378-7342

AUTHORIZATION TO AUGMENT THE DESIGN-BUILD CONTRACT FOR CAÑADA COLLEGE BUILDING IN NEW KINESIOLOGY AND WELLNESS BUILDING PROJECT

The Cañada College Kinesiology and Wellness (Building 1N) project will construct a new ~115,000 SF kinesiology and wellness instructional and enterprise facility which includes state-of-the-art fitness center, aquatic center, dance studios, yoga studios, cycling studios, NCAA gymnasium for basketball and volleyball, weight training facility, lecture classroom, student and enterprise locker/shower rooms, an activated roof with running track, pickleball courts, sunrise yoga studio, an outdoor exercise area, expansion of Parking Lot 6, south quad plaza, and program administrator, faculty, and enterprise operation offices.

On September 14, 2016, the San Mateo County Community College District Board of Trustees approved a contract award (Board Report No. 16-9-100B) to the Design Build Entity (DBE) of Blach/ELS for the design and construction of the new Cañada College Kinesiology and Wellness Building B1N in the amount of \$60,376,070 based on an initial conceptual design concept and related cost estimate.

Subsequent to the initial conceptual design, the project team of Blach/ELS has completed program validation, Division of State Architect permit process, and sub-trade contractor procurement. The program and design phases of the project engaged the faculty and staff of the new facility along with representatives of the Auxiliary Services and enterprise operations teams, validating that the project meets the academic and enterprise program needs of the kinesiology, wellness, athletic and enterprise programs.

Since the initial conceptual design, the project design and construction costs have increased by \$28,096,291 resulting in a total contract cost of \$88,472,361. Costs have increased due to price escalation in the Bay Area market as well as final project design specifications and technical specifications. On January 24, 2018, staff presented an information report to the Board (Board Report No. 18-1-4C) describing the volatile and overheated construction market in the Bay Area. The report noted that, since 2014, construction activity and construction costs have increased approximately 95% and 32%, respectively. Since the January 2018 information board report, construction costs have escalated an additional 7%.

In addition to escalating construction costs, the scope of the Cañada College Building 1N project has been expanded to include:

- Activation of ~30,000 sq. ft. of the roof area for a running track, pickleball courts, yoga, and outdoor exercise areas
- Redeveloping Parking Lot 4 to provide a plaza connecting the new building to the central campus and providing outdoor accessible collaborative spaces for students and faculty

- Redeveloping the former entablature area providing a plaza area for ceremonial events and aquatic center overflow viewing area
- Relocation and connecting ADA path of travel between the new Kinesiology and Wellness Building with the central campus
- Division of State Architect plan review comments and 2016 building code changes

The project will be funded with Measure H general obligation bonds and other local funds.

RECOMMENDATION

It is recommended that the Board of Trustees authorize the Executive Vice Chancellor to augment the initial contract with the DBE team of Blach/ELS for the Cañada College Building 1N Kinesiology and Wellness Building project by \$28,096,291 for a final guaranteed maximum price in an amount of \$88,472,361 along with an owner contingency of 10% of the contract award.

BOARD REPORT NO. 18-12-106B

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Dr. Dayo Diggs, Interim Director of Operations, 306-3286
 Dr. Tammy Robinson, Vice President of Instruction, 306-3298
 Susan Harrison, Director, General Services, 358-6879

APPROVAL OF CONTRACT AWARD FOR SHUTTLE SERVICE TO AND FROM CAÑADA COLLEGE TO transMETRO, INC.

During September 2018, the District issued RFP 86788 to enter in to a Shuttle Service agreement with Cañada College. The purpose of the RFP was to select a shuttle service provider to create free, convenient connections for students and the community from stops in East Palo Alto, Menlo Park and Redwood City to the College. Cañada College offered a pilot shuttle service with Mosaic Global Transportation for the fall 2018 term only, during which the college gathered initial ridership data to better define and analyze community ridership and student needs in an effort to inform the RFP. The process for finalizing the long-term agreement was as follows:

- The District conducted a mandatory pre-proposal meeting with potential vendors to answer questions about the RFP and discuss the needs of the student population to be served by the Shuttle.
- The responses were due on November 5, 2018. The District received three proposals as shown:

| Proposer | Hourly Rate |
|---|-------------|
| Mosaic Global Transportation (Current provider of pilot program services) | \$ 97.25 |
| SP+ | \$ 89.90 |
| transMETRO | \$ 78.00 |

- All proposals were responsive. A team representing student instruction, administrative services and purchasing reviewed the proposals. The proposers were notified that their solutions would be evaluated on criteria including, but not limited to the following:
 - Firm qualifications and experience
 - Vehicles, safety, licensing and drivers
 - Claims, litigation, debarment and default

After the proposal review, all three proposers were invited to the District for an in-person interview by the proposal review team. All proposers brought unique advantages with their proposals.

- Mosaic Global Transportation is the provider of the pilot program and has served as a reliable and flexible partner during the initial project.
- SP+ offered a strong presence in parking and shuttle services as well as transportation consulting services throughout the Bay Area.
- However, the evaluation team concludes that transMETRO is the most responsive and responsible proposer for the District's needs. The selection of transMETRO was also made because they have many ties with our sister institutions. Currently, they are the shuttle provider for CSU East Bay whose transportation model (transMETRO designed at the provider's request) is very similar to Cañada's needs. The firm also has extensive experience in providing shuttle services to a variety of cities and counties around the Bay. In their interview, they demonstrated their knowledge of the transportation industry and need to maintain these relationships in the Bay Area, including matters such as jurisdictional issues around shuttle stops and parking areas and working in partnership with local transportation agencies. They also work with the Employment Development Department and Veterans Administration to provide training and job opportunities for those populations. Finally, in their interview, the firm also discussed their expertise in the area of funding and grant sources for public transportation and indicated their willingness to partner with the District in securing this funding.

The initial scheduled services will be:

- Two routes
- From 7a.m. to 10p.m.
- Monday through Thursday

However, the District and transMETRO will work together to modify schedules and routes if needed, based on actual needs.

RECOMMENDATION

It is recommended that the Board of Trustees award RFP 86788 for Shuttle Service to and from Cañada College to transMETRO, Inc. The hourly rate will be \$78.00 per hour based on 180 days of service per academic year. The College will pay only for actual hours used. The initial term of the contract will be from January 1, 2019 through June 30, 2021 with the option to renew for two additional one-year periods. The total estimated amount per year based on 180 service days and 15 hours per day is \$421,200; however this number will likely fluctuate according to actual usage.

BOARD REPORT NO. 18-12-107B

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: Mitchell Bailey, Chief of Staff, 574-6510

APPROVAL OF REVISIONS TO BOARD POLICIES:

Policy 3.20 – Evaluation of Faculty

Policy 3.25 – Wages, Hours and Other Terms and Conditions of Employment

Policy 3.90 – Post Retirement Contract

Policy 8.49 – Use of Unmanned Aerial Systems on District Property

The Districtwide Participatory Governance Council has reviewed the following policies, and has advised the Chancellor on revisions to the policies. The Chancellor concurs with these recommendations and recommends the following revisions:

- **Policy 3.20: Evaluation of Faculty** – Minor update is recommended to accurately reflect full and accurate name of referenced collective bargaining unit.
- **Policy 3.25: Wages, Hours and Other Terms and Conditions of Employment** – Minor update is recommended to accurately reflect full and accurate name of referenced collective bargaining unit.
- **Policy 3.90: Post Retirement Contract** – Minor update is recommended to accurately reflect full and accurate name of referenced collective bargaining unit.
- **Policy 8.49: Use of Unmanned Aerial Systems on District Property** – This is a new policy. A number of faculty, staff and students have been and want to continue to use unmanned aerial systems (drones) on District property and as part of District activities (classroom, etc.). To ensure adequate safety, security, privacy and coverage issues are being considered, this policy was drafted to provide guidance on the use of drones. Procedures will be developed to accompany this policy. The policy was also reviewed by the National UAS Training and Certification Center at Sinclair College.

RECOMMENDATION

It is recommended that the Board approve the revisions to the above referenced Board Policies as outlined in the attached documents.

**CHAPTER 3: Certificated Personnel
BOARD POLICY NO. 3.20**

**BOARD POLICY
San Mateo County Community College District**

Subject: 3.20 Evaluation of Faculty
Revision Date: 11/10; 12/18
Policy Reference: Education Code Section 87663; Accreditation Standard III.A.1.b

1. The objectives of the evaluation of members of the faculty are:
 - a. To improve instruction and other educational services.
 - b. To evaluate individual performance as a basis for judgments regarding retention and non-retention.
2. The employee shall be evaluated to determine whether:
 - a. The employee possesses such knowledge of a specialized field as is required for the satisfactory performance of assigned duties including knowledge of the subject matters dealt with in the courses the instructor is assigned to teach.
 - b. The employee possesses the ability to apply the knowledge of a specialized field in the execution of assigned duties including, for instructors, the ability to teach effectively.
 - c. The employee in fact performs the duties assigned to him/her satisfactorily.
3. The procedures for evaluation of faculty shall be specified in the collective bargaining agreement between the District and the American San Mateo Community College Federation of Teachers (~~AFT~~), Local 1493, as approved by the Board of Trustees.

**CHAPTER 3: Certificated Personnel
BOARD POLICY NO. 3.25 (BP 7130 and 7340)**

**BOARD POLICY
San Mateo County Community College District**

Subject: 3.25 Wages, Hours and Other Terms and Conditions of Employment
Revision Date: 11/10; 12/18
Policy References: Education Code Sections 70902(b)(4) and 87801; Government Code Section 53200

1. The wages, hours and other terms and conditions of employment for members of the faculty are described in the current collective bargaining agreement between the District and the ~~American~~ San Mateo Community College Federation of Teachers-(~~AFT~~), Local 1493, as approved by the Board of Trustees.
2. Work assignments that are in addition to the regular workload and which are paid for on the Hourly Faculty Salary Schedule shall be prescribed in the current collective bargaining agreement with ~~AFT~~San Mateo Community College Federation of Teachers, Local 1493.

**CHAPTER 3: Certificated Personnel
BOARD POLICY NO. 3.90**

**BOARD POLICY
San Mateo County Community College District**

Subject: 3.90 Post-Retirement Contract

Revision Date: 11/10; 12/18

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1. Subject to approval by the Board of Trustees, a member of the faculty who is retired from service may be employed on a post-retirement contract by the District in a faculty position.
 2. The conditions of and compensation for post-retirement employment are described in the collective bargaining agreement between the District and the ~~American~~ San Mateo Community College Federation of Teachers ~~(AFT)~~, Local 1493, effective at the time of retirement, as approved by the Board of Trustees.

CHAPTER 8: Business Operations
BOARD POLICY NO. 8.49

BOARD POLICY
San Mateo County Community College District

Subject: BP 8.49 Use of Unmanned Aerial Systems on District Property

Adopted: 12/18

-
1. The Federal Aviation Administration (FAA) has established regulations governing the civilian use of Unmanned Aerial Systems (UAS), also referred to as “drones.”
 2. The District recognizes that civilian UAS/drones offer potential as tools for education, research, recreation and commerce.
 3. The District also has an obligation to consider federal and state regulations and laws, local ordinances, public safety, privacy, civil rights, and civil liberties issues related to the use of UAS on its properties.
 4. The airworthiness certification of a UAS applies to the entire system, not just the flying portion of the system. To that end, the following definitions apply:
 - a. UAS includes the Unmanned Aircraft (UA or Drone) and all of the associated support equipment, controls station, data links, telemetry communication, and navigation equipment necessary to operate the unmanned aircraft.
 - b. The UA is the flying portion of the system flown by a pilot or operator via a ground control system or autonomously through use of an on-board computer, communication links and any additional equipment that is necessary for the UA to be operated safely.
 5. The launch or recovery of a UAS from any District property (including all of the College campuses) or inside a District building (including any of the Colleges’ buildings) is prohibited except for District educational, research or uses authorized by the District. For this purpose, only qualified District employees, students and authorized contractors holding a current Part 107 Remote Pilot Certificate (as prescribed by the FAA), or under the supervision of one who holds a Certificate, are permitted to fly UAS/drones on/over District property. Only District-owned UAS are permitted to be used on District property, unless otherwise authorized in writing by the District.
 - a. Those District faculty, staff, students or contractors who wish to fly UAS must first be granted permission to do so. The procedure to apply for permission to use UAS/drones on District property can be found in AP XXXX.
 - b. All District users of UAS must be experienced, qualified, and hold a current Part 107 Remote Pilot Certificate to do so and must operate them in a responsible manner, and must comply with all federal, state and local regulations and laws governing the flight of UAS.
 - c. UAS are prohibited from use over populated areas, areas of public assembly, stadiums, or construction areas unless approved by the District.

BP 8.49 Use of Unmanned Aerial Systems on District Property (continued)

- d. Use of image, audio or other data capturing capabilities on the UAS must be approved by the District prior to use. If such permission is granted, any data, transmission, internet stream, photographic image, film, video, audio, play-by-play depiction or description of any competition and/or game action is the exclusive property of the District. When recording or transmitting permitted visual images, UAS operators must avoid areas considered private in accordance with social norms such that an invasion of privacy would be considered offensive to a reasonable person and Civil Code Section 17808.8. These areas include, but are not limited to, restrooms, locker rooms, individual residences, and health treatment rooms.
 - e. The use of UAS must not interfere with or cause disruption to District operations, including, but not limited to classes, indoor and/or outdoor campus activities, sporting events, facilities rentals, maintenance and construction, and parking.
6. Off campus use of District UAS is prohibited unless specifically approved by the District. Any District faculty, staff, student or authorized contractor who fly UAS on/over property not owned by the District but as part of an official District activity must comply with all federal, state and local laws governing the flight of UAS.
7. Any District sanctioned UAS activities shall have the appropriate insurance coverage as determined by the District.
8. The use of UAS for hobby, recreational, commercial or business use on District property is prohibited.
9. Compliance with this policy is mandatory for District students, employees, contractors and visitors. Appropriate disciplinary action for any violation of this policy by such a person shall be undertaken in the accordance with the District's normal disciplinary processes.
10. The Chancellor, or his/her designee, shall establish procedures for implementing this policy.

BOARD REPORT NO. 18-12-1C

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: Mitchell Bailey, Chief of Staff, 574-6510

**PROCESS FOR SELECTING NOMINEES FOR APPOINTMENT TO
BOARDS AND COMMITTEES**

At its November 2018 meeting, the Board asked staff to formalize a process for nominating members of boards and committees on which members of the public serve and that require Board of Trustees appointment/approval.

Staff has reviewed processes at other public institutions and will be utilizing the following practice for forwarding nominations to the Board for appointment for vacant positions:

1. Staff will announce and publicize when there is a vacancy; this will be done through postings on the District's website, sharing through professional networks and if appropriate, noticing in the local newspaper(s).
2. An application will be developed for the respective boards and committees that require Board appointment (i.e. Bond Oversight Committee, Educational Housing Corporation, etc.). The application will gather general information from the applicant and will provide an opportunity for the interested person to explain why they are seeking the appointment.
3. A review committee will be convened, consisting of a staff member designated by the Chancellor and the president/chair of the respective board or committee with the vacancy, to review the applications and make a recommendation to the Chancellor.
4. The Chancellor will make the final recommendation for appointment to the Board of Trustees.
5. For members of boards and committees who are eligible for reappointment, this process will not be undertaken unless there is an issue with the performance of that respective member.

BOARD REPORT NO. 18-12-2C

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: Mitchell Bailey, Chief of Staff, 574-6510

BOND OVERSIGHT COMMITTEE 2017 ANNUAL REPORT TO THE COMMUNITY

As required by law, the Board of Trustees established a Bond Oversight Committee composed of community leaders with expertise in finance, accounting, education, construction, sustainability and local government. The Committee is charged with the responsibility to assure voters that bond proceeds are expended only for construction, reconstruction, rehabilitation or replacement of College facilities in compliance with the ballot language approved by voters, and that no funds are used for teacher or administrator salaries or other operating expenses.

During the past year, the Bond Oversight Committee met to review the District's bond project plans, timelines and proposed expenditures. Through its work, the Committee reviewed financial reports and project plan updates describing the bond-related activities undertaken by the District.

The Bond Oversight Committee has approved the attached annual report to the community, which is provided as information to the Board of Trustees and will be published on the District's Website.



SAN MATEO COUNTY
COMMUNITY
COLLEGE DISTRICT

Cañada College • College of San Mateo • Skyline College

Bond Oversight Committee

2017 Annual Report to the Community



BACKGROUND

Voters in San Mateo County generously approved a bond measure (Measure A in 2005) which provided \$468 million in funding for updating, modernizing, and retrofitting the three community colleges serving County residents: Cañada College, College of San Mateo and Skyline College. In November 2014, San Mateo County voters approved Measure H, a \$388 million bond measure that will allow the District to complete the modernization, construction and reconstruction projects as envisioned in the 2015 Facilities Master Plan Amendment. The 2015 Facilities Plan Amendment, which was approved by the District’s Board of Trustees in 2015, includes all projects that the District envisions for the future. These projects are funded by a variety of revenue sources in addition to the bond measures, including State funding, energy rebates, Proposition 39 funds and former redevelopment agency revenues.

As required by law, the District Board of Trustees established a Bond Oversight Committee composed of community leaders with expertise in finance, accounting, education, construction, sustainability and local government. The Committee is charged with the responsibility to assure voters that bond proceeds are expended only for construction, reconstruction, rehabilitation or replacement of College facilities in compliance with the ballot language approved by voters, and that no funds are used for teacher or administrator salaries.

During the past year, the Bond Oversight Committee met to review the District's bond project plans, timelines and proposed expenditures. At each meeting, the Committee was provided financial reports and project plan updates describing the bond-related activities undertaken by the District.

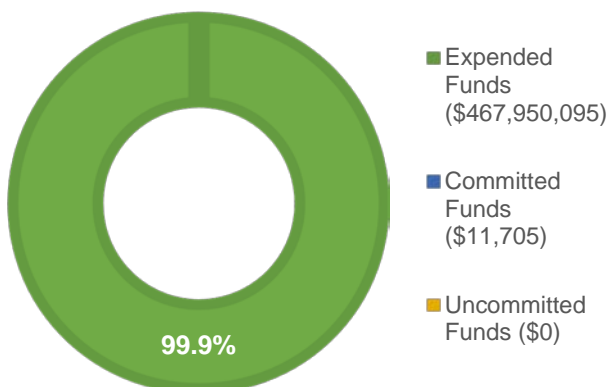
STATEMENT OF COMPLIANCE

The Bond Oversight Committee advises that, to the best of its knowledge, the San Mateo County Community College District is in compliance with the requirements in Article XIII A, Section 1(b)(3) of the California Constitution. In particular, bond revenue has been expended only for the purposes so described in Measures A and H, and no funds were used for any teacher or administrative salaries or other operating expenses as prohibited by Article XIII A, Section 1(b)(3)(a) of the California Constitution.

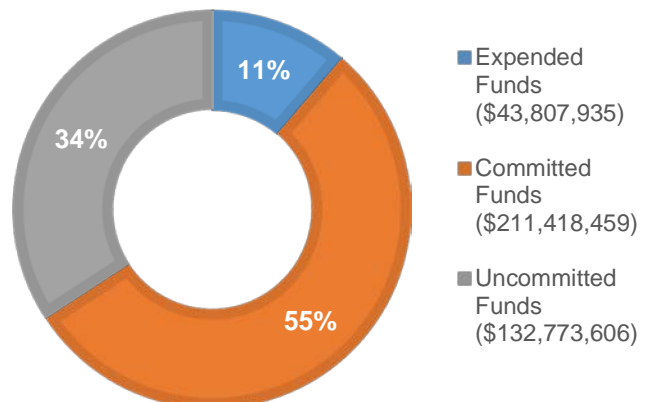
FINANCIAL INFORMATION

Voters approved general obligation bonds through Measure A totaling \$468,000,000. As of December 31, 2017, the District has expended \$ 467,950,095 and committed \$11,705 of Measure A funds – 99.9% of the total authorization. Voters approved general obligation bonds through Measure H totaling \$388,000,000. As of December 31, 2017, the District has also expended \$43,807,935 and committed \$211,418,459 of Measure H funds – 66% of the total authorization.

Measure A Fund Expenditures



Measure H Fund Expenditures



ANNUAL AUDIT REPORTS

Included in this Report is a Summary of the results of the Auditors Financial and Performance Audits. In the performance audit, the Auditors reviewed 10% of Measure A and 29% of Measure H's expenditures and made no findings.



Crowe Horwath LLP
Independent Member Crowe Horwath International

INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees
San Mateo County Community College District
San Mateo, California

We have conducted a performance audit of the San Mateo County Community College District (the "District"), Measure H General Obligation Bond funds for the year ended June 30, 2017.

We conducted our performance audit in accordance with *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our conclusion based on our audit objectives. We believe the evidence obtained provides a reasonable basis for our findings and conclusions based on the audit objectives.

Our audit was limited to the objectives listed on page 3 of this report which includes determining the compliance with the performance requirements for the Proposition 39 Measure H General Obligation Bonds under the applicable provisions of Section 1(b)(3)(C) of Article XIII A of the California Constitution and Proposition 39 as they apply to the bonds and the net proceeds thereof. Management is responsible for San Mateo County Community College District's compliance with those requirements.

Solely to assist us in planning and performing our performance audit, we obtained an understanding of the internal controls of San Mateo County Community College District to determine the audit procedures that are appropriate for the purpose of providing a conclusion on the District's compliance with the requirements of Proposition 39, as specified by Section 1(b)(3)(C) of Article XIII A of the California Constitution, but not for the purpose of expressing an opinion on the effectiveness of internal control. Accordingly, we do not express any assurance on the internal controls.

The results of our tests indicated that, in all significant respects, San Mateo County Community College District expended Measure H General Obligation Bond funds for the year ended June 30, 2017 only for the specific projects developed by the District's Governing Board and approved by the voters, in accordance with the requirements of Proposition 39, as specified by Section 1(b)(3)(C) of Article XIII A of the California Constitution.

Crowe Horwath LLP
Crowe Horwath LLP

Sacramento, California
December 8, 2017



To the Board of Trustees
San Mateo County Community College District
San Mateo, California

We have conducted a performance audit of the San Mateo County Community College District (the "District"), Measure A General Obligation Bond funds for the year ended June 30, 2017.

We conducted our performance audit in accordance with *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our conclusion based on our audit objectives. We believe the evidence obtained provides a reasonable basis for our findings and conclusions based on the audit objectives.

Our audit was limited to the objectives listed on page 3 of this report which includes determining the compliance with the performance requirements for the Proposition 39 Measure A General Obligation Bonds under the applicable provisions of Section 1(b)(3)(C) of Article XIII A of the California Constitution and Proposition 39 as they apply to the bonds and the net proceeds thereof. Management is responsible for San Mateo County Community College District's compliance with those requirements.

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The results of our tests indicated that, in all significant respects, San Mateo County Community College District expended Measure A General Obligation Bond funds for the year ended June 30, 2017 only for the specific projects developed by the District's Governing Board and approved by the voters, in accordance with the requirements of Proposition 39, as specified by Section 1(b)(3)(C) of Article XIII A of the California Constitution.

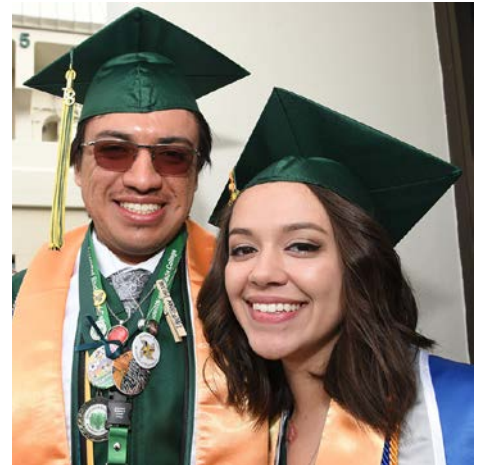
Crowe Horwath LLP
Crowe Horwath LLP

Sacramento, California
December 8, 2017

THE DISTRICT'S APPROACH

The Facilities Planning and Operations Team focused its efforts over the past year on comprehensive planning for the implementation of Measure H, from programming to initiating the Design Build process, approved by the Board of Trustees for some of the major construction projects.

In the Design Build procurement process, the District uses a two-step Request for Statement of Qualifications and Request for Proposal process. The two steps are: (1) a Request for Statement of Qualifications (RFSOQ) is issued and Statement of Qualifications are reviewed and shortlisted to three Design-Build Entities (DBE), and then (2) a Request for Proposals (RFP) is issued to the three shortlisted entities. The three shortlisted firms submit proposals with both technical and fee components. The successful firm is selected based on a combination of their qualifications, technical response and overall fee. The Design Build delivery method facilitates an integrated design process with input from the College and District, identifies and mitigates financial risks, and improves speed to market.



The Facilities team and College administration continued their collaboration in planning and scheduling construction projects to minimize the impact on the campus communities and to ensure that bond project funds are efficiently and effectively expended on College improvements that will benefit students for generations to come.

District staff continues its work to secure additional state, local and private funding to supplement bond funds. In previous years, community colleges in California have experienced a significant decline in State Capital Outlay funds. The District is hopeful that with a statewide ballot measure (Proposition 51) was approved by voters in November 2016, approximately \$30 million in State Capital Outlay funds could be available to supplement Measure H funds for modernization of three academic facilities.

THE DISTRICT IS A LEADER IN SUSTAINABILITY

San Mateo County Community College District is a leader in the state and nation in sustainability. Along with a variety of programs that support academic enhancements, Sustainability is a core principle of the District Facilities Master Plan. SMCCCD requires the integration of sustainable strategies in all projects and requires that Capital Improvement Program 3 (CIP) projects be constructed to Leadership in Energy & Environmental Design (LEED) Gold standards. The District prioritizes sustainable solutions in many areas including energy, waste, and water conservation. In addition, the District's Best Management Practices require strategic investments that synergistically balance economic, ecologic and societal interests. This promises benefit not only for the District, but our extended global community.



Beyond efficiency, sustainability at SMCCCD includes the use of renewable energy, sustainable design and construction methods, as well as material selections that support the local economy. Since 2001, the District has received more than \$4 million in energy rebates, which have been reinvested to support other sustainability initiatives. The District also estimates annual energy savings, due to increased mechanical system efficiencies, photovoltaics, reduction in watering, upgraded infrastructure, etc.—to be in excess of \$2.6 million. District Facilities staff track this data carefully and manage the day-to-day operations to continuously improve. Additional information about the District's sustainability initiatives is available at <http://www.smccd.edu/sustainability/index.php>.

PROJECT HIGHLIGHTS

The projects undertaken by the San Mateo County Community College District provide conducive environments that facilitate world-class teaching and learning, which in turn is a benefit to students, their families, our community and our economy. These state of the art facilities are academic spaces that are utilized not only by faculty, staff and students, but also by the greater San Mateo County community. These premier learning spaces prepare students for the jobs of today and careers of tomorrow and enable them to enter the workforce or transfer to a four-year college or university.

- **Kinesiology and Wellness Building – Cañada College**

Ground was broken for the construction of this new 84,500 gross square feet facility which will provide state-of-the-art kinesiology learning spaces, dance studios, instructional swimming pools, team facilities and competition space, and wellness spaces and equipment for students, faculty, staff and members of the community. Additional information about this new facility can be found at <http://www.smccd.edu/facilities/projects/can/CANB1KinWell.php>.



Kinesiology and Wellness Building Rendering (described above)



Math and Science Building Rendering (described below)

- **Math and Science Building – Cañada College**

Planning concluded for the development of this new 50,000 gross square feet Math and Science Building which will provide innovative and world-class classrooms, laboratories, lecture halls, common spaces and faculty offices. Additional information about this new facility can be found at <http://www.smccd.edu/facilities/projects/can/canb23.php>.

- **Social Science and Creative Arts Building – Skyline College**

Planning concluded for the demolition of the existing Social Science and Creative Arts Building and a new, 115,000 gross square feet learning and performance space will be constructed in its place that will include a 520 seat theater with an orchestra pit, a gallery, choral music performance space, concert band room, music labs, recording rooms, and sculpture workspace, along with digital arts, design and photography work areas, as well as Social Science classrooms and learning spaces. Additional information about this new facility can be found at <http://www.smccd.edu/facilities/projects/sky/skyb1nsoscicreatarts.php>.



Social Science and Creative Arts Building Rendering (above)



Environmental Studies Building Rendering (below)

- **Environmental Studies Building – Skyline College**

Ground was broken for the construction of this new, 21,000 gross square feet Environmental Studies Building, which will include classrooms, lecture halls, faculty offices, college and community event space, and an outdoor lab. Additional information about this new facility can be found at <http://www.smccd.edu/facilities/projects/sky/skyb12nenviroscibldg.php>.

- **Student Life & Learning Communities Modernization – College of San Mateo**
Interior modernization of Building 17 will create dynamic student support areas housing several Learning Communities adjacent with the existing Student Life and Student Government areas. Additional information about this renovated facility can be found at <http://smccd.edu/facilities/projects/csm/csmb17learningcommunities.php>.



Learning Communities Renderings (described above)

CONCLUSION

The Bond Oversight Committee continues to be satisfied with the results of the District's modernization and new construction efforts. The Bond Oversight Committee welcomes members of the community to its meetings. More detailed information about the Bond Oversight Committee, including meeting information, agendas, projects, timelines, and expenditures-to-date is available online at <http://smccd.edu/bondoversight/index.php>.

SUBMITTED BY BOND OVERSIGHT COMMITTEE MEMBERS (2017)

James Ruigomez, Chair | Gino Gasparini | Vijay Gupta | Shelley Kessler | Frank Pagliaro | Bill Rundberg | Dennis Zheng

ADDITIONAL QUESTIONS/INFORMATION

Additional questions can be addressed to the Bond Oversight Committee in care of Mitchell Bailey, Chief of Staff, Office of the Chancellor, at baileym@smccd.edu. Further information about specific projects, including photos of project progress and information about facilities can be found at <http://www.smccd.edu/facilities/community/>.



BOARD REPORT NO. 18-12-3C

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Bernata Slater, CFO, 358-6795

DISTRICT FINANCIAL SUMMARY FOR THE QUARTER ENDING SEPTEMBER 30, 2018

In accordance with Education Code Section 72413, the State Chancellor's Office requires submission of a Quarterly Financial Status Report (Form CCFS-311Q) and a copy of the District's financial report.

Attached are:

- Form CCFS-311Q (Exhibit A) for the quarter ending September 30, 2018, which was forwarded to the State Chancellor's Office on November 15, 2018.
- Cash Flow Statement for quarter ending September 30, 2018 (Exhibit B).

General Fund—Unrestricted: Below is financial data for the unrestricted portion of the General Fund for the quarters ending September 30, 2017 and September 30, 2018.

| | <u>Amount</u> | | <u>Difference</u> | |
|-----------------------------|------------------------|------------------------|---------------------|-------------------|
| | <u>9/30/18</u> | <u>9/30/17</u> | <u>Amount</u> | <u>Percentage</u> |
| INCOME: | | | | |
| State Aid | 928,291 | 872,035 | \$ 56,255 | 6.45 |
| Enrollment Fees | 6,157,909 | 6,277,388 | \$ (119,479) | (1.90) |
| Non-Resident Tuition | 5,035,808 | 5,125,127 | \$ (89,319) | (1.74) |
| Property Tax | 490,300 | 298,459 | \$ 191,842 | 64.28 |
| Interfund Transfer | 500,000.00 | - | \$ 500,000 | N/A |
| Other Income | 15,480 | 293,096 | \$ (277,616) | (94.72) |
| Total Income | \$ 13,127,787 | \$ 12,866,105 | \$ 261,682 | 1.99 |
| | | | | |
| | | | | |
| Expenses: | | | | |
| Academic Salaries | \$ 12,864,617 | \$ 12,508,267 | \$ 356,350 | 2.85 |
| Classified Salaries | 9,551,604 | 8,834,474 | \$ 717,130 | 8.12 |
| Administrative Salaries | 2,561,375 | 2,677,790 | \$ (116,415) | (4.35) |
| Fringe Benefits | 9,978,351 | 9,218,105 | \$ 760,245 | 8.25 |
| Supplies & Materials | 537,124 | 485,888 | \$ 51,236 | 10.54 |
| Operating Expenses | 1,745,205 | 1,854,252 | \$ (109,047) | (5.88) |
| Capital Outlay | 66,393 | 108,002 | \$ (41,609) | (38.53) |
| Transfer Accounts | 1,764 | 115,914 | \$ (114,149) | (98.48) |
| Bills & Salaries | \$ 37,306,433 | \$ 35,802,692 | \$ 1,503,742 | 4.20 |
| | | | | |
| Net | \$ (24,178,646) | \$ (22,936,586) | | |

The variance in revenue is mainly due to decline in FTES and a waiver of fees for Promise Scholarships. As FTES decline, state allocations for lottery, mandated cost claim grant and Proposition 30 decline as well. This reduction is offset in FY 2018/19 by property tax increases as well as transfer in for college use of one-time funds for Innovation Projects. Expenses increased overall by 4.2% mainly due to increases in Salaries and Benefit costs, including COLA.

OTHER FUNDS: Below is financial data for all other funds. Total income and expenditures, comparing the same period for 2017-2018 and 2018-2019, are listed below:

| Restricted General and Other Funds | | | | |
|---|------------------------|------------------------|-------------------|-------------------|
| | Amount | | Difference | |
| Summary: | 9/30/18 | 9/30/17 | Amount | Percentage |
| Income | \$ 28,106,811 | 17,251,111 | 10,855,700 | 62.93 |
| Bills & Salaries | \$ 88,420,450 | 72,547,463 | 15,872,987 | 21.88 |
| Net | \$ (60,313,639) | \$ (55,296,352) | | |

Revenue increases were due to an increase in State and Federal Grants. Expenditures increased mainly due to corresponding expenses in State and Federal Grants as well as increased expenditures related to Measure H construction projects. The net deficit is primarily due to spending down of bond funds.

REPORT ON INVESTMENTS: As of September 30, 2018, the District has a deposit of \$40,599,741 in total investments with the Local Agency Investment Fund (LAIF) of the State Treasurer's Office, County Pool Investment, and Money Market Account with local banks. The average yields on LAIF, County Pool, Money Market Account, and Oil Well Bond Account were 2.16%, 2.06%, 1.13%-1.65% (depending on length of term of investment) and 0.05%, respectively. These deposits consisted of the following sources:

| Investment Type | LAIF Investment | County Pool Investment | Money Market, CD Investment | Special Deposit Bond | Total Investment |
|-------------------------|------------------------|-------------------------------|------------------------------------|-----------------------------|-------------------------|
| Unrestricted Gen. Fund | \$ 586 | | \$ 30,108,351 | | \$ 30,108,936 |
| Capital Outlay Fund | 0 | | | 5,000 | 5,000 |
| Agency Fund | - | 10,485,804 | | | 10,485,804 |
| Total Investment | \$ 586 | \$ 10,485,804 | \$ 30,108,351 | \$ 5,000 | \$ 40,599,741 |

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

BOARD REPORT NO. 18-12-3C, Exhibit A

Quarterly Financial Status Report, CCFS-311Q
VIEW QUARTERLY DATA

CHANGE THE PERIOD

Fiscal Year: 2018-2019

Quarter Ended: (Q1) Sep 30, 2018

District: (370) SAN MATEO

| Line | Description | As of June 30 for the fiscal year specified | | | |
|--|---|---|--------------------|--------------------|---------------------|
| | | Actual 2015-16 | Actual 2016-17 | Actual 2017-18 | Projected 2018-2019 |
| I. Unrestricted General Fund Revenue, Expenditure and Fund Balance: | | | | | |
| A. Revenues: | | | | | |
| A.1 | Unrestricted General Fund Revenues (Objects 8100, 8600, 8800) | 166,502,653 | 170,906,514 | 180,413,368 | 186,724,283 |
| A.2 | Other Financing Sources (Object 8900) | 39,665 | 359,065 | 331,747 | 510,282 |
| A.3 | Total Unrestricted Revenue (A.1 + A.2) | 166,542,318 | 171,265,579 | 180,745,115 | 187,234,565 |
| B. Expenditures: | | | | | |
| B.1 | Unrestricted General Fund Expenditures (Objects 1000-6000) | 137,053,786 | 150,313,244 | 157,381,147 | 193,020,746 |
| B.2 | Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600) | 19,491,605 | 19,255,169 | 19,069,344 | 4,718,448 |
| B.3 | Total Unrestricted Expenditures (B.1 + B.2) | 156,545,391 | 169,568,413 | 176,450,491 | 197,739,194 |
| C. | Revenues Over(Under) Expenditures (A.3 - B.3) | 9,996,927 | 1,697,166 | 4,294,624 | -10,504,629 |
| D. | Fund Balance, Beginning | 22,188,692 | 32,185,619 | 33,882,785 | 38,177,409 |
| D.1 | Prior Year Adjustments + (-) | 0 | 0 | 0 | 0 |
| D.2 | Adjusted Fund Balance, Beginning (D + D.1) | 22,188,692 | 32,185,619 | 33,882,785 | 38,177,409 |
| E. | Fund Balance, Ending (C. + D.2) | 32,185,619 | 33,882,785 | 38,177,409 | 27,672,780 |
| F.1 | Percentage of GF Fund Balance to GF Expenditures (E. / B.3) | 20.6% | 20% | 21.6% | 14% |

II. Annualized Attendance FTES:

| Line | Description | 2015-16 | 2016-17 | 2017-18 | 2018-2019 |
|------|---|---------|---------|---------|-----------|
| G.1 | Annualized FTES (excluding apprentice and non-resident) | 17,306 | 16,407 | 15,722 | 14,936 |

III. Total General Fund Cash Balance (Unrestricted and Restricted)

| Line | Description | As of the specified quarter ended for each fiscal year | | | |
|------|--------------------------------|--|-------------------|-------------------|-------------------|
| | | 2015-16 | 2016-17 | 2017-18 | 2018-2019 |
| H.1 | Cash, excluding borrowed funds | | -1,852,352 | 36,129,082 | 47,266,053 |
| H.2 | Cash, borrowed funds only | | 25,000,000 | 0 | 0 |
| H.3 | Total Cash (H.1 + H.2) | 22,480,282 | 23,147,648 | 36,129,082 | 47,266,053 |

IV. Unrestricted General Fund Revenue, Expenditure and Fund Balance:

| Line | Description | Adopted Budget (Col. 1) | Annual Current Budget (Col. 2) | Year-to-Date Actuals (Col. 3) | Percentage (Col. 3/Col. 2) |
|-------------------------|---|-------------------------|--------------------------------|-------------------------------|----------------------------|
| I. Revenues: | | | | | |
| I.1 | Unrestricted General Fund Revenues (Objects 8100, 8600, 8800) | 187,092,861 | 187,124,283 | 12,617,506 | 6.7% |
| I.2 | Other Financing Sources (Object 8900) | 0 | 501,431 | 510,282 | 101.8% |
| I.3 | Total Unrestricted Revenue (I.1 + I.2) | 187,092,861 | 187,625,714 | 13,127,788 | 7% |
| J. Expenditures: | | | | | |
| J.1 | Unrestricted General Fund Expenditures (Objects 1000-6000) | 192,788,162 | 193,320,745 | 37,304,669 | 19.3% |
| J.2 | Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600) | 4,718,178 | 4,718,448 | 1,764 | 0% |
| J.3 | Total Unrestricted Expenditures (J.1 + J.2) | 197,506,340 | 198,039,193 | 37,306,433 | 18.8% |
| K. | Revenues Over(Under) Expenditures (I.3 - J.3) | -10,413,479 | -10,413,479 | -24,178,645 | |
| L. | Adjusted Fund Balance, Beginning | 38,177,409 | 38,177,409 | 38,177,409 | |
| L.1 | Fund Balance, Ending (C. + L.2) | 27,763,930 | 27,763,930 | 13,998,764 | |
| M. | Percentage of GF Fund Balance to GF Expenditures (L.1 / J.3) | 14.1% | 14% | | |

V. Has the district settled any employee contracts during this quarter?

YES

If yes, complete the following: (If multi-year settlement, provide information for all years covered.)

| Contract Period Settled (Specify YYYY-YY) | Management | | Permanent Academic | | Temporary | | Classified | |
|---|---------------------|-------|---------------------|-------|---------------------|-------|---------------------|------|
| | Total Cost Increase | % * | Total Cost Increase | % * | Total Cost Increase | % * | Total Cost Increase | % * |
| a. SALARIES: | | | | | | | | |
| Year 1: 2017-18 | 2,084,504 | 4.45% | 2,330,232 | 4.02% | 1,362,900 | 5.02% | 2,570,260 | 3.6% |
| Year 2: | | | | | | | | |
| Year 3: | | | | | | | | |
| b. BENEFITS: | | | | | | | | |
| Year 1: 2017-18 | 912,634 | | 445,097 | | 303,682 | | 1,331,701 | |
| Year 2: | | | | | | | | |
| Year 3: | | | | | | | | |

* As specified in Collective Bargaining Agreement or other Employment Contract

c. Provide an explanation on how the district intends to fund the salary and benefit increases, and also identify the revenue source/object code.

District is planning to fund increase in salaries and benefits from increases in assessed valuation/local revenue (property taxes, account code 8811)

VI. Did the district have significant events for the quarter (include incurrence of long-term debt, settlement of audit findings or legal suits, significant differences in budgeted revenues or expenditures, borrowing of funds (TRANs), issuance of COPs, etc.)?

NO

If yes, list events and their financial ramifications. (Enter explanation below, include additional pages if needed.)

VII. Does the district have significant fiscal problems that must be addressed?

This year?
Next year?

NO
NO

If yes, what are the problems and what actions will be taken? (Enter explanation below, include additional pages if needed.)

**San Mateo County Community College District
DISTRICT CASH FLOW SUMMARY
FOR THE QUARTER ENDING SEPTEMBER 30, 2018**

| | GENERAL FUND | Payroll Fund | GENERAL RESTRICTED FUND | INSURANCE & Debt Services FUND | CAPITAL OUTLAY FUND | CHILD CARE FUND | STUDENT AID FUND | POST- RETIREMENT RESERVES |
|--|-------------------------|-------------------------|--|---|------------------------------------|----------------------------|---------------------------------|--|
| Beg. Cash Balance in County Treasury | 20,346,854.63 | 3,752,871.73 | 18,976,731.93 | 60,917,687.22 | 161,658,298.04 | 181,152.60 | 205,573.24 | - |
| Cash inflow from operations: | | | | | | | | |
| Year-to-date Income | 13,127,787.53 | | 19,967,813.05 | 389,882.04 | 405,943.95 | 331,602.65 | 5,898,504.23 | 1,113,064.73 |
| Accounts Receivable | 6,970,422.91 | 8,880.67 | 1,387,519.64 | 220,252.24 | (18,244,145.31) | 24,048.62 | 153,947.21 | (73,738.44) |
| Advances / Prepaid | 322,964.33 | 134,288.25 | 405,592.46 | 60,000.00 | 3,201,795.51 | - | | |
| Cash awaiting for deposit | 87,872.34 | | | | | | | |
| Total Income | 40,855,901.74 | 3,896,040.65 | 40,737,657.08 | 61,587,821.50 | 147,021,892.19 | 536,803.87 | 6,258,024.68 | 1,039,326.29 |
| Cash outflow for operations: | | | | | | | | |
| Year to date expenditure | 37,306,433.07 | | 9,710,760.39 | 47,734,174.47 | 24,737,421.86 | 304,524.55 | 5,933,568.24 | - |
| Deferred Income | 9,914,560.11 | | (1,056,088.11) | | 140,840.00 | 59,793.50 | 213,331.00 | |
| Account Payable | (17,849,686.43) | (2,450,848.28) | 2,483,488.04 | 51,658.39 | 10,589,091.82 | (141,185.74) | 518,833.17 | |
| Cash Balance From Operations | 11,484,594.99 | 6,346,888.93 | 29,599,496.76 | 13,801,988.64 | 111,554,538.51 | 313,671.56 | (407,707.73) | 1,039,326.29 |
| Other Cash inflow | | | | | | | | |
| Medical Flex Plan / Revolv. Fund | - | | | - | | | | |
| TRANS | - | | | | | | | |
| Trusts (JPA & 3CBG) | | | | | | | | |
| Beg. Investment Balance | | | | | | | | |
| LAIF Balance | 582.75 | | | | | | | - |
| County Pool Balance | - | | | | | | | 9,446,478.15 |
| Special Bond | | | | | - | | | - |
| C.O.P. & Others | 29,943,425.87 | | | - | 5,000.00 | | | - |
| Total Beg. Balance | 29,944,008.62 | | | - | 5,000.00 | | | 9,446,478.15 |
| Y.T.D. Investment Balance | | | | | | | | |
| LAIF Balance | 585.52 | | | | | | | - |
| County Pool Balance | - | | | | | | | 10,485,804.44 |
| Special Bond | | | | | - | | | - |
| C.O.P./Bank CD | 30,108,350.94 | | | - | 5,000.00 | | | - |
| Y.T.D. Balance | 30,108,936.46 | | | - | 5,000.00 | | | 10,485,804.44 |
| Net Cash changes from Investment | (164,927.84) | | | | | | | (1,039,326.29) |
| Net changes from unrealized gain / (loss) | - | | | | | | | - |
| Cash Balance in County Treasury | 11,319,667.15 | 6,346,888.93 | 29,599,496.76 | 13,801,988.64 | 111,554,538.51 | 313,671.56 | (407,707.73) | 0.00 |
| Net Cash (Excluding TRANS & Trusts) | 11,319,667.15 | 6,346,888.93 | 29,599,496.76 | 13,801,988.64 | 111,554,538.51 | 313,671.56 | (407,707.73) | 0.00 |

BOARD REPORT NO. 18-12-4C

December 12, 2018

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Kathy Blackwood, Executive Vice Chancellor, 358-6869
Tom Bauer, Vice Chancellor, Auxiliary Services, 358-6782

FIRST QUARTER REPORT OF AUXILIARY OPERATIONS, 2018-19

The following report covers the period July 1, 2018 through September 30, 2018 for Associated Student Bodies; Bookstores; Cafeterias; San Mateo Athletic Club and Aquatic Center; and Community, Continuing and Corporation Education. The District Auxiliary and Commercial Operations, including the three campus bookstores; cafeterias; vending operations; the San Mateo Athletic Club and Aquatic Center at College of San Mateo; and Community, Continuing and Corporation Education are self-sustaining enterprises. All income generated covers the total salaries and expenses generated by these operations. General fund dollars are not used to subsidize District enterprise operations.

ASSOCIATED STUDENTS

The Student Bodies represent student interests at each of the Colleges. Associated Student Body reports, as submitted by the Colleges, are included on Pages 10-14 of this report. Total income and expenditures for the Associated Student Body (ASB) comparing fiscal years 2019-18 and 2017-18 are listed below:

| Associated Students - Cañada | 2018-19 | 2017-18 | \$ Change | %Change |
|-------------------------------------|----------------|----------------|------------------|----------------|
| Net Income to date | \$ 21,528 | \$ 37,113 | \$ (15,585) | -41.99% |
| Beginning Fund Balance, July 1 | \$ 283,359 | \$ 273,571 | \$ 9,788 | 3.58% |
| Ending Fund Balance, September 30 | \$ 304,887 | \$ 310,684 | \$ (5,797) | -1.87% |

| Associated Students - CSM | 2018-19 | 2017-18 | \$ Change | %Change |
|-----------------------------------|----------------|----------------|------------------|----------------|
| Net Income for the year | \$ 6,543 | \$ 20,777 | \$ (14,234) | -68.51% |
| Beginning Fund Balance, July 1 | \$ 284,697 | \$ 307,151 | \$ (22,455) | -7.31% |
| Ending Fund Balance, September 30 | \$ 291,239 | \$ 327,928 | \$ (36,688) | -11.19% |

| Associated Students - Skyline | 2018-19 | 2017-18 | \$ Change | %Change |
|--------------------------------------|----------------|----------------|------------------|----------------|
| Net Income for the year | \$ 38,158 | \$ 19,863 | \$ 18,294 | 92.10% |
| Beginning Fund Balance, July 1 | \$ 575,549 | \$ 536,025 | \$ 39,524 | 7.37% |
| Ending Fund Balance, September 30 | \$ 613,707 | \$ 555,888 | \$ 57,819 | 10.40% |

ASB Income:**Revenue source**

Activity card sales are the major source of income for the Associated Students. Payment of the Student Body Fee supports many student-sponsored activities and programs and entitles students to a photo-ID student body card.

ASB Expenditures:

In general, expenditures of the ASBs include normal operating expenses (office supplies, activity cards, student assistant salaries and other miscellaneous expenses) as well as student programs, scholarships and club assistance supporting campus life.

The following table summarizes the number of events organized by the ASB at each college and also a comparison of total expenditures.

| Associated Students Activities Vs Expenditure Analysis | 2018-19 | | 2017-18 | |
|---|-------------|-------------|-------------|-------------|
| | # of Events | Expenditure | # of Events | Expenditure |
| Cañada College ASB | 15 | \$ 19,160 | 22 | \$ 5,818 |
| College of San Mateo ASB | 6 | \$ 52,239 | 8 | \$ 50,934 |
| Skyline College ASB | 10 | \$ 36,025 | 8 | \$ 27,825 |

ASB Canada College

At Cañada College, there were 15 ASB organized events and activities in the first quarter of this fiscal year; there were 22 events during the first quarter of last year. The overall expenditures have increased by 229% compared to last year. The largest increase in expense was in Professional Development & Training, with total spending in the first quarter amounting to \$12,820. These expenses include manager and staff training at conferences organized by the “Association for the Promotion of Campus Activities” in July 2018 and The National Center for Student Leadership in November 2018.

Special projects - with the increase in Student Body Fees, the Student Senate was able to start a meal subsidies program in Spring 2018. Working in partnership with SparkPoint and the Bookstore, the ASB has contributed \$1,179 for meal subsidies to all students who had student body card in the first quarter.

Student activity card expenses have decreased by \$3,517 as compared to prior year as no new equipment expenditures were required.

ASB College of San Mateo

At College of San Mateo, there were six ASB organized events in the first quarter of this fiscal year; there were eight events during the first quarter of last year. The overall expenditures have increased by 26.65% or \$10,863 as compared to last year. The largest increases were in publicity expense by \$13,229, small equipment by \$5,311 and student assistant salary by \$3,173. Offsetting the above increases were decreases in conference expense by \$6,374, club assistance/ Inter Club Council by \$5,361, and ethnic cultural affairs by \$3,083.

The increase in publicity expenses reflects a restocking of ASCSM-themed promotional items (e.g. pens, highlighters, water bottles, etc.) that were purchased for the 2018/19 academic year kick-off events, such as Welcome Day and Welcome Week. The increase in small equipment expenditures is due to the purchase of replacement computers for the ASCSM Offices. These items were last refreshed when the Center for Student Life and ASCSM moved into Building 17 over six years ago. Increases in student assistant salaries year-over-year are due to an increase in the student assistant salary schedule that went into effect in January 2018.

ASB Skyline College

At Skyline College, there were ten ASB organized events in the first quarter of this fiscal year compared to eight events during the first quarter of last year. The overall expenditures have increased by 29.47% or \$8,200 over the same period last year. This increase is primarily due to the ASSC leadership directing \$19,500 to support student scholarships offset by a reduction in the college program assistance account. Last year, the ASSC provided \$10,000 toward college program assistance in the first quarter and the amount for this year has not yet been determined. The transfer to the Hospitality Trust Fund for graduation and other related activities has not been posted for this fiscal year, thus resulting in the variance of (-\$23,487) in other expenses compared to prior year.

BOOKSTORES

The following data reflects bookstore operations for the first three months of the fiscal year beginning July 1, 2018 through September 30, 2018. It includes a small portion of Summer 2018, as well as Fall 2018 semester sales.

| Bookstore Sales | 2018-19 | 2017-18 | \$ Change | % Change |
|--------------------------------|---------------------|---------------------|---------------------|-----------------|
| Regular Merchandise Sales | \$ 1,708,074 | \$ 2,165,677 | \$ (457,603) | -21.13% |
| Computer Products Sales | 42,069 | 37,915 | 4,154 | 10.96% |
| Total Merchandise Sales | \$ 1,750,143 | \$ 2,203,592 | \$ (453,449) | -20.58% |
| Textbook Rental Income | 136,348 | 160,740 | (24,393) | -15.18% |
| Production Service Income | 85,205 | 123,576 | (38,371) | -31.05% |
| Total Sales | \$ 1,971,696 | \$ 2,487,908 | \$ (516,212) | -20.75% |

Regular merchandise sales have decreased 21.13% this year compared to last year as textbook sales continue to decline. Textbook sales are down over last year due to a number of factors including the decline in enrollment, faculty transitioning to on-line materials, and less expensive inclusive access materials that are sold by the bookstores at lower prices and tighter margins. Textbook rentals are not represented as sales and, therefore, the more textbooks that are rented, the fewer textbooks sold. In fact, the bookstores are realizing the gross margin they would make from the sale of a new book on the rental of any book. Textbook rental fee revenue declined this year over last year as the program has matured at all three colleges and enrollment has declined. It is important to understand that as more and more faculty choose options other than traditional textbooks for use in the classroom, textbook sales and rentals will continue to decrease.

The bookstore team continues to focus on providing “Inclusive Access” (IA) materials at all three colleges. IA is a content delivery model available for courses that require access to online resources and/or homework managers chosen by faculty teaching the course. The program provides access to these faculty-required educational materials on the very first day of class at a lower cost than can be obtained direct from the publisher or traditional packages sold in the bookstore. Piloted at Cañada Bookstore in the 2016-17 academic year, the program is now operating at all three colleges. It is important to note that as this program grows, the financial pressure on the bookstores grows as well. At a significantly lower selling price along with a minimal margin, the impact on the bookstores’ financial position will be significant in the years that follow.

Comparative figures are shown below:

| Bookstore Recap | 2018-19 | 2017-18 | \$ Change | %Change |
|--|---------------------|---------------------|---------------------|----------------|
| Operations | | | | |
| Sales | | | | |
| Merchandise Sales | \$ 1,750,143 | \$ 2,203,592 | \$ (453,449) | -20.58% |
| Textbook Rental Income | 136,348 | 160,740 | (24,393) | -15.18% |
| Production Service Income | 85,205 | 123,576 | (38,371) | -31.05% |
| Total Sales | \$ 1,971,696 | \$ 2,487,908 | \$ (516,212) | -20.75% |
| Less: Cost of Sales | 1,093,670 | 1,421,188 | (327,518) | -23.05% |
| Gross Profit from Operations | \$ 878,026 | \$ 1,066,720 | \$ (188,694) | -17.69% |
| Total Operating Expenses | 776,227 | 797,510 | (21,282) | -2.67% |
| Net Income/(Loss) from Operations | \$ 101,799 | \$ 269,211 | \$ (167,412) | -62.19% |
| Other Income | 15,245 | 107,561 | (92,316) | -85.83% |
| Net Operation Profit/(Loss) | \$ 117,044 | \$ 376,771 | \$ (259,728) | -68.94% |
| Non Operational Income/(Expenses) | | | | |
| Non Operational Income | \$ 144,273 | \$ 201,009 | \$ (56,735) | -28.23% |
| Non Operational Expenses | | | | |
| Admin Salary & Benefits | 38,260 | 40,225 | (1,965) | -4.89% |
| Other Expenses | 20,593 | 76,311 | (55,717) | -73.01% |
| Investments - FMV Adjustment | - | 216,884 | (216,884) | -100.00% |
| Total Non-Operational Income/(Expenses) | \$ 85,420 | \$ (132,411) | \$ 217,831 | 164.51% |
| Net Change in Fund Balance | \$ 202,463 | \$ 244,361 | \$ (41,897) | -17.15% |

Cost of goods sold decreased 23.05% this year as sales decreased. Total direct operating expenses decreased slightly by 2.67% over this same period last year, which is also in line with the sales decrease. All other expense categories are comparable to last year.

The added competition from numerous external entities, particularly on textbook sales, places significant pressure on the bookstores' overall financial performance. All District Auxiliary and Enterprise Operations are dependent on a strong, stable enrollment for continued success. Exacerbated by the year-over-year reductions in textbook sales along with increasing salary, benefit, and other costs, the bookstores had an operational surplus in the first quarter of \$117,044 which is down by \$259,728 from the same period last year. There continue to be numerous factors that have an impact on the operation this year but the reduction in sales and overall profit is not indicative of all of the incredible work and effort by the bookstore staff.

The bookstores will continue their commitment to focus on all efforts to improve service, obtain as many used textbooks as possible where it will make a difference, continue to grow the rental program where it makes sense, continue to market IA digital content delivery at all three colleges which provides students with access to required materials on the first day of class, increase the amount of custom and institutionally adopted textbooks districtwide, and further maximize the interest and other income potential of all the campus bookstores. The bookstores are facing serious financial challenges in the years to come with the shift to digital materials, increasing salary and benefit costs, and continuously declining enrollments. Focus will continue to be to provide exceptional service and improving access for all students.

CAFETERIAS

Beverage, Snack and Food Service Vendors –

- The District’s beverage vending service partner is Pepsi Bottling Group. The contract was awarded effective July 1, 2017, ending on June 30, 2024 with the option of renewing for three one-year terms at the discretion of the District.
- The District’s snack vending partner is Compass Group USA through its Canteen Vending Services Division. The contract was effective July 1, 2017, ending on June 30, 2022.
- The District’s food service partner is Pacific Dining Services. The contract was awarded on July 1, 2017 through June 30, 2022 with an option for one five-year renewal at the discretion of the District.

First quarter comparisons are noted below:

| Cafeteria Recap | 2018-19 | 2017-18 | \$ Change | %Change |
|--|------------------|------------------|-------------------|----------------|
| Operations | | | | |
| Revenues | | | | |
| Food Service Income | \$ 49,540 | \$ 50,554 | \$ (1,014) | -2.01% |
| Vending Income *** | - | 12,335 | (12,335) | -100.00% |
| Interest Income | 3,717 | 1,918 | 1,799 | 93.76% |
| Event Rental | 26,830 | 16,196 | 10,634 | 65.66% |
| Total Revenues | \$ 80,086 | \$ 81,003 | \$ (917) | -1.13% |
| Expenditures | \$ 35,663 | \$ 45,422 | \$ (9,759) | -21.49% |
| Income/(Loss) from Operations | \$ 44,424 | \$ 35,581 | \$ 8,843 | 24.85% |
| Non Operational Income/(Expenses) | | | | |
| Investments - Adjust to Market | \$ - | \$ - | \$ - | 0.00% |
| Net Change in Fund Balance | \$ 44,424 | \$ 35,581 | \$ 8,843 | 24.85% |

| FOOD SERVICE INCOME | 2018-19 | 2017-18 | \$ Change | % Change |
|----------------------------------|------------------|------------------|------------------|-----------------|
| PACIFIC DINING | | | | |
| Skyline | \$ 15,020 | \$ 18,751 | \$ -3,731 | -19.90% |
| Cañada | 7,060 | 6,448 | 612 | 9.49% |
| CSM | 22,036 | 21,817 | 218 | 1.00% |
| Le Bulldog | 5,424 | 3,537 | 1,887 | 53.34% |
| Total Food Service Income | \$ 49,540 | \$ 50,554 | \$ -1,014 | -2.01% |

***Beginning in FY 2018-19, vending income is no longer presented as part of the Auxiliary Services’ financial statement. While the vending operations remain under Auxiliary Services’ operational oversight, the vending commissions have always been paid directly to the college’s Associated Students organizations for their use. Given this, compared to the first quarter of 2017-18, the cafeteria fund operations which includes food service income, interest income and event rental revenue has increased by a little over 16% due in large part to the income received from the increase in event rentals in the Bayview Dining Room. Food service income declined only slightly despite declining enrollment across the district. Overall expenditures have decreased this year so far but are expected to rise with maintenance being done on the refrigeration systems at all three colleges. These expenses will be incurred later in the year.

Event rental income has increased substantially by 65.66 % so far this year. The organization continues to host numerous outside events including community, corporate, and county sponsored events. However, not all of the events held in the Bayview Dining Room paid full price for rental fees. A number of events fall into one of the

following categories: internal College of San Mateo events (no rental fees), non-profit organizations with a 50% discounted rate (two of these events had fees entirely waived), or an employee renting the space with reduced fees. With the exception of July, the dining room was booked almost every weekend from August through September for at least one event. Event rental fees are reinvested into the facility for continued upgrade, upkeep, and enhanced maintenance allowing for maintenance of the facility.

Income from food service and vending contracts enables the District to provide food and beverage services to the students. These combined resources, along with interest income, also provide a stable Cafeteria Fund not requiring support from the General Fund. In addition, all of the commission dollars from the Pepsi and Canteen vending machines located throughout the District are returned directly to each college's Associated Student Body for use with approved student-related activities.

As part of the Enterprise Fund, the cafeteria and vending operations are fully self-supporting. The fund is also responsible for the long-term maintenance and upgrading of aging facilities and equipment, as well as all expenses relating to the ongoing operational requirements under the food service and vending contracts.

SAN MATEO ATHLETIC CLUB

Operating as an enterprise through Auxiliary Services and Enterprise Operations, the San Mateo Athletic Club (SMAC) is a self-sustaining, community-centered, fee-based operation offering numerous service options to the San Mateo campus community and the community-at-large. The concept of a multi-use space enables the District to maximize the use of facility resources and consequently create a revenue stream that will supplement the facility budgetary needs, including equipment maintenance and replacement, and has gained the attention of other community colleges throughout the State. The San Mateo Athletic Club provides the community broader access to the College of San Mateo and demonstrates in a tangible way that the District is a community-based organization serving a wide spectrum of educational and training opportunities.

First quarter comparisons are noted below:

| San Mateo Athletic Club and Aquatic Center | 2018-19 | 2017-18 | \$ Change | %Change |
|---|---------------------|---------------------|----------------------|----------------|
| Operating Revenues | | | | |
| Registration & Membership | \$ 896,480 | \$ 882,769 | \$ 13,712 | 1.55% |
| Personal Training | 107,692 | 107,331 | 361 | 0.34% |
| Aquatics | 270,163 | 233,871 | 36,292 | 15.52% |
| Parking | 19,011 | 18,394 | 617 | 3.35% |
| Group Exercise | 65,380 | 50,699 | 14,681 | 28.96% |
| Retail | 4,804 | 2,201 | 2,603 | 118.27% |
| Other Income | 5,325 | 8,290 | (2,965) | -35.77% |
| Total Operating Revenue | \$ 1,368,854 | \$ 1,303,554 | \$ 65,301 | 5.01% |
| Operating Expenses | \$ 1,022,381 | \$ 913,869 | \$ 108,512 | 11.87% |
| Net Operating Income/(Loss), prior to District and College Support | \$ 346,473 | \$ 389,685 | \$ (43,211) | -11.09% |
| District Support | | | | |
| District Support Income | | | | |
| Interest Income on Investments | 27,241 | 30,531 | (3,290) | -10.78% |
| Unrealized Gain - Private Investment | - | 9,311 | (9,311) | -100.00% |
| Operating Expenses charge back to District | 17,238 | 22,618 | (5,380) | -23.79% |
| Total District Support Income | 44,478 | 62,460 | (17,982) | -28.79% |
| District Support Expense | | | | |
| Admin Salaries & Benefits | 123,231 | 98,590 | 24,642 | 24.99% |
| Equipment Use Fee & Depreciation | 14,090 | 14,090 | (0) | 0.00% |
| Miscellaneous Expenses | 2,787 | 4,739 | (1,953) | -41.20% |
| Pool Maintenance | 11,959 | 10,418 | 1,541 | 14.80% |
| Total District Support Expense | 152,067 | 127,837 | 24,230 | 18.95% |
| Net Income/(Loss) after District Support, prior to College Support | \$ 238,884 | \$ 324,308 | \$ (85,423) | -26.34% |
| College Support Expense | | | | |
| Operating Expense charge back waived | \$ 17,238 | \$ 22,618 | \$ (5,380) | -23.79% |
| Donation to College | 2,017 | - | \$ 2,017 | 100.00% |
| Total College Support Expense | \$ 19,255 | \$ 22,618 | \$ (3,363) | -14.87% |
| Net Income/(Loss) after District & College Support | \$ 219,629 | \$ 301,690 | \$ (82,061) | -27.20% |

The financial performance of SMAC continues to be strong this year after six full years of operation and now into its seventh year. Total operating revenue is 5.01% or \$65,301 ahead of last year. The net operating income prior to the allocation of all direct and indirect expenses is down by \$43,211 or 11.09% with increases in salary and benefit costs, the timing of some expense allocations, and the addition of one staff position. It is projected that the fiscal year will close with a surplus slightly above \$1 million dollars after the allocation of district and college expenses.

One of the many benefits of this enterprise is that the District is in a position to replace equipment that is aging or replace equipment with equipment outfitted with superior technology with Enterprise funds. Prior to creating

SMAC, equipment used by students in the Kinesiology/PE academic program was used far in excess of its useful life due to limited resources for equipment replacement. The District has begun replacing aging equipment this year and has added new treadmills, spin bikes, and other equipment that is used and enjoyed by students and members alike. As a “mature” club, it will not be able to continue growing at the same explosive rate as seen in the past several years, due to the size of the facility and some scheduling limitations; however, the organization will continue to maximize its membership. In addition, the District will continue to explore new partnerships and offer more continuing education programs and certification classes to add to the workforce development part of the mission.

Management is very proud of the accomplishments made at SMAC in such a short period of time. Performance expectations continue to be exceeded and there is a drive to be the best facility in the Bay Area which offers not only a place to exercise, but also a place to teach; learn; and develop habits, knowledge, skills, and abilities that will benefit all those served for a lifetime.

CONTINUING, COMMUNITY AND CORPORATE EDUCATION

Formerly known as Community Education, Community, Corporate and Continuing Education (CCCE) was renamed and brought into the Auxiliary Services fold in December of 2014 with the intent to restore and transform it into a financially self-sustaining powerhouse of programs and initiatives creating an impact for San Mateo County residents, families, businesses, nonprofits, and governmental agencies, as well as for international students seeking increased educational opportunities within the San Mateo County Community College District.

Below represents the financial performance of CCCE and Silicon Valley Intensive English Program (SVIEP) through September 2018:

| CCCE only | 2018-19 | 2017-18 | \$ Change | % Change |
|-----------------------------------|-------------------|-------------------|-------------------|-----------------|
| Revenues | \$ 414,208 | \$ 393,934 | \$ 20,274 | 5.1% |
| Expenditures | | | | |
| Salaries and Benefits | \$ 148,243 | \$ 130,481 | \$ 17,762 | 13.6% |
| Other Operating Expenses | 199,850 | 191,324 | 8,526 | 4.5% |
| Total Expenses | \$ 348,094 | \$ 321,805 | \$ 26,289 | 8.2% |
| Net Change in Fund Balance | \$ 66,114 | \$ 72,128 | \$ (6,015) | -8.3% |

| SVIEP only | 2018-19 | 2017-18 | \$ Change | % Change |
|-----------------------------------|--------------------|---------------------|--------------------|-----------------|
| Revenues | \$ 87,138 | \$ 52,371 | \$ 34,767 | 66.4% |
| Expenditures | | | | |
| Salaries and Benefits | \$ 61,997 | \$ 110,144 | \$ (48,146) | -43.7% |
| Other Operating Expenses | \$ 50,135 | \$ 49,935 | 200 | 0.4% |
| Total Expenses | \$ 112,133 | \$ 160,079 | \$ (47,946) | -30.0% |
| Net Change in Fund Balance | \$ (24,995) | \$ (107,708) | \$ 82,713 | 76.8% |

| CCCE and SVIEP | 2018-19 | 2017-18 | \$ Change | % Change |
|-----------------------------------|-------------------|--------------------|--------------------|-----------------|
| Revenues | \$ 501,346 | \$ 446,304 | \$ 55,042 | 12.3% |
| Expenditures | | | | |
| Salaries and Benefits | \$ 210,241 | \$ 240,625 | \$ (30,384) | -12.6% |
| Other Operating Expenses | \$ 249,986 | \$ 241,259 | 8,727 | 3.6% |
| Total Expenses | \$ 460,227 | \$ 481,884 | \$ (21,657) | -4.5% |
| Net Change in Fund Balance | \$ 41,119 | \$ (35,580) | \$ 76,699 | 215.6% |

The financial performance is illustrated in the three charts above. The first chart illustrates the total financial performance of just the Community, Continuing and Corporate Education program. The second illustrates only the financial performance of Silicon Valley Intensive English Program (SVIEP) and the last illustrates the financial performance of the entire department. As seen in the first chart (*without SVIEP*) above, CCCE continued to increase its revenues but salary, benefits, and other expenses rose modestly. The programs added have been very attractive to students. The addition of these new classes and programs will continue to be a focus for the department.

According to the second chart (*SVIEP*), SVIEP increased its revenues by 66.4%, yet at the same time trimmed its administrative and some instructional staff, along with making some adjustments in recruitment and marketing expenditures to support the continued growth of SVIEP in its second year. Since opening in 2016, the program has successfully matriculated 50 international students across the District to Skyline College, Cañada College and College of San Mateo, yielding a significant financial benefit for the District. Students in SVIEP are those who do not meet the admission requirements to the colleges because their English skills were not sufficient for admission. The program brought these 50 students to a level of proficiency that enabled them to matriculate to one of the three colleges. In the future, SVIEP is exploring both cost-containment and revenue-generating opportunities to reach financial self-sustainability for FY 2018-19. SVIEP will produce an increasing number of students over time and is an investment in the International Student program. Enrollment in all of the sessions this year has increased substantially over last year. With new agreements being signed with recruiters overseas every week, it is anticipated that enrollment will continue on an upward trajectory.

Through strategic investment in time, energy and resources, CCCE anticipates results leading to continued expansion of its multi-year growth curve. Looking ahead, CCCE will focus on further development and exploration of international and local/regional training opportunities, new program development, and strategic partnerships both internally and externally. Growth will further expand in FY 2018-19 through new short-term international training programs, corporate education, new program development, and other new initiatives.

Entrepreneurial programs like CCCE and the San Mateo Athletic Club are great examples of how the District outreaches beyond its walls to engage with learners of all ages who have varied interests and goals and bring them into the community for the betterment of all. The programs will continue to work with the colleges and the District to identify additional ways and avenues in which they can partner and develop, and will continue to use the District Strategic Plan as the roadmap for continued success.

**Associated Students of Cañada College
FY 2018-19 1ST Quarter Report
July 2018 - September 2018**

The following is a summary highlighting the events and activities of ASCC this quarter:

Participatory Governance

The students continue to serve on **16** committees at Cañada College and the District.

Student Identification Cards

The Center for Student Life and Leadership Development continues to produce Student Body Cards for the student body. The Center produced **1,120** cards this quarter, helped students print **7,174** free pages this quarter, and provided **3,600** discounted bus tokens in this quarter.

Inter-Club Council (ICC)

The ASCC continues to encourage students to become an active member on campus through their handouts, fliers, activities, social media and Inter-Club Council. This past quarter **24** clubs remained active.

Events & Activities

• **July 2018**

- Ongoing ASCC Meetings: Every Thursday from 3:30-5:30pm in Building 3 Room 117
- Ongoing ICC Meetings: Every Other Wednesday from 3:30-4:30 in Building 2-10
- Ongoing Programming Board: Every Tuesday 4-5pm in Building 5 Room 350
- Sponsored: Beta Zeta Nu St. Anthony's Dining Hall Volunteer Day: April 1
- July 1-3rd, 4th of July Float Making Workshops
- July 4th: Fourth of July Parade
- July 18-22: Association for the Promotion of Campus Activities Conference

• **August 2018**

- Ongoing ASCC Meetings: Every Thursday from 3:30-5:30pm in Building 3 Room 117
- Ongoing ICC Meetings: Every Other Wednesday from 3:30-4:30 in Building 2-10
- Ongoing Programming Board: Every Tuesday 4-5pm in Building 5 Room 350
- August 15, August 16, August 20 Welcome Week Events
- Ongoing Programming Board: Every Tuesday 4-5pm in Building 5 Room 350
- August 31, September 1, September 2nd Student Life Training Retreat

• **September 2018**

- Ongoing ASCC Meetings: Every Thursday from 3:30-5:30pm in Building 3 Room 117
- Ongoing ICC Meetings: Every Other Wednesday from 3:30-4:30 in Building 2-10
- Ongoing Programming Board: Every Tuesday 4-5pm in Building 5 Room 350
- September 5-13 Campus Movie Festival
- September 12 Club Rush
- September 13 Constitution Day
- September 11, 12, 13, 14 Student Trustee Elections
- September 18 Hip Hop Hour

Associated Students of College of San Mateo
FY 2018-19 1ST Quarter Report
July 2018 - September 2018

The Associated Students of College of San Mateo (ASCSM) has had a productive first half of the fall 2018 semester. ASCSM has been able to successfully continue to participate in college governance and has been to create a lively and entertaining campus atmosphere for CSM student, faculty, staff, and administrators. Some of the highlights for the first half of the fall 2018 semester are:

Ongoing Activities

In addition to participating in their weekly Student Senate meetings, the members of the ASCSM have also been actively involved with each of their standing committees, including the Executive Cabinet, Programming Board, the Inter Club Council, Advocacy Board and Cultural Awareness Board. Additionally, members of the ASCSM Student Senate continued to participate in College and District governance committees.

The ASCSM, in cooperation with the Center for Student Life and Leadership, continued to issue credit card style student and staff ID Cards to the College community. To date, the AS has issued thousands of ID Cards to students, faculty, staff and administrators.

To further increase the value of the CSM ID Card, the ASCSM has continued to expand and sponsor the Merchant Discount Program. This program provides a list of discount opportunities available to students, faculty, staff and administrators at on-campus AS-sponsored events, club events, local merchants, national chains and on the Internet, and includes movie theaters, restaurants, museums, art galleries, travel agencies and cultural centers.

Events and Activities:

July 2018:

- ASCSM: *Summer Event Ice Cream Social*, July 11th

August 2018:

- ASCSM: *Welcome Day*, August 9th
- ASCSM: *Summer Retreat*, August 24th-26th
- ASCSM: *Welcome Week*, August 28th & 29th

September 2018:

- ASCSM: *Freespeech and Positive Messaging Event*, September, 17 & 18
- ASCSM: *Club Fair*, September 26th & 27nd

**Associated Students of Skyline College
FY 2018-19 1ST Quarter Report
July 2018 - September 2018**

The following is a summary highlighting the events and activities of this quarter.

Participatory Governance

The students continue to serve on the following committees at Skyline College and the District:

Governance Committees

Academic Senate Governing Council
Accreditation Oversight Committee
ACED / Advisory Committee for Employee Development
College Governance Council
Curriculum Committee
Design Team
District Committee on Budget Finance
District Participatory Governance Council
District Public Safety Committee
District Student Council
Ed Policy
Health and Safety Committee
Institutional Effectiveness Committee
SEED / Student Equity Committees
Strategic Planning and Allocation of Resources Committee
Technology Advisory Committee

Task Forces & Operational Work Groups

Art on Campus
Campus Auxiliary Services Advisory Committee
Commencement Committee
Outreach Committee
Student Recognition and Awards Ceremony

Recruitment of Students

The ASSC continues to encourage student engagement in activities, events, and student government with the help of handouts, flyers, social media, and giveaways to increase participation and attendance.

Student Identification Cards

The Center for Student Life and Leadership Development continues to produce Student ID Cards for the student body with assistance from the ASSC.

Skyline Reflection Room

The Center for Student Life and Leadership Development has been overlooking the new Reflection Room was first opened at the beginning of Fall 2017. There continues to be high demand for the space and an increase in community members utilizing the Reflection Room.

Skyline Organizations and Clubs (SOCC)

The ASSC members always encourage other students to become active on campus by their work through SOCC. They also encourage students who do not find a club that interests them to start their own. SOCC added the Philosophy club to its membership this quarter.

Programs and Events

ASSC Meetings

August 21, 2018 - Present:

ASSC weekly meetings are held every Tuesday from 4-6pm.

Trojan Tuesdays

June 5, July 10 and September 4, 2018:

Students enjoy a 5% discount at World Cup Coffee and Pacific Dining with their student ID. Trojan Tuesdays are every first Tuesday of the month and are incentives for students to get their student body cards.

Welcome Week 8/15- 8/23

ASSC Coffee & Donuts Social

August 15-16, 2018:

The ASSC set up an information booth on the quad. Members welcomed new students, answered questions and distributed information about the college. Free donuts and coffee was also offered.

ASSC Evening Student Social

August 21, 2018:

The ASSC handed out information about student government and how people can get engaged in the campus community. Free Pizza and soda was distributed to evening students.

ASSC Program Services & Clubs Fair

August 22, 2018:

In an effort to connect new and returning students to Skyline's programs and clubs, the ASSC hosted a fair on the Quad. Students interacted with group representatives and received free goodies, information and campus resources.

ASSC Annual Pancake Breakfast

August 23, 2018:

To promote a widespread campus community, the ASSC set up a half a dozen tables in the Quad area and passed out free pancakes, sausages and juice to students for breakfast. The staff, faculty and student volunteers engaged with our student population and community members to promote a sense of campus pride.

Constitution Day

September 17, 2018:

The ASSC reserved a table to allow students to check their voter registration on laptops, sign up by mail forms, pickup voting guides, free pocket Constitutions and get connected to other resources for voting/voting rights.

LatinX Heritage: Fiesta de la Flor

September 17, 2018:

The ASSC started off LatinX Heritage Month with a huge celebration in dedication to Tejano artists & music genre. They gave away Selena themed T-shirts, sold Pupusas as a fundraiser for our L.A.S.O. club on campus and had a Tejano dance contest in which winners were awarded for best routine.

LatinX Heritage: Galeria de mi Cultura

September 19, 2018:

Several of our LatinX students brought precious & unique cultural items from their households which represent the indigenous cultures of Latin America. The items were displayed in our Multicultural Center and students were welcomed in to take a gallery walk and enjoy descriptions/educational facts about each cultural artifact.

ASSC Fall Leadership Retreat 2018

September 21-23, 2018:

ASSC members attended a leadership retreat in Pescadero, California at Venture Retreat Center. Members review and discussed their Clifton Strengths Finder results, participated in team building exercises and reviewed ASSC mission, values and goals.

LatinX Heritage: Feria de Recursos

September 24, 2018:

Our LatinX Heritage celebration continued with over seven resourceful vendors, third party non-profits and student organizations that exist to aid the LatinX community. The ASSC officers provided a simple resource fair with seven tables in the cafeteria open for all students to visit.

MINUTES

ANNUAL MEETING OF THE BOARD OF DIRECTORS OF THE SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT FINANCING CORPORATION

December 13, 2017

The meeting was called to order at 8:53 p.m.

Present: President Thomas Mohr, Vice President Ron Galatolo, Secretary Richard Holober, Director Maurice Goodman, Director Dave Mandelkern, Director Karen Schwarz

Approval of Minutes of the December 14, 2016 Meeting

It was moved by Secretary Holober and seconded by Director Mandelkern to approve the minutes as presented. The motion carried, all members voting Aye.

Naming of Officers for 2018

President Mandelkern said that in accordance with the bylaws of the Financing Corporation, the officers for 2018 will be:

President – Board of Trustees President Richard Holober
Vice President – District Chancellor Ron Galatolo
Secretary – Board of Trustees Vice President-Clerk Maurice Goodman
Treasurer – District Executive Vice Chancellor Kathy Blackwood

Board of Trustees members Dave Mandelkern, Thomas Mohr and Karen Schwarz will serve as Directors.

It was moved by Director Mandelkern and seconded by Director Schwarz to approve the new officers. The motion carried, all members voting Aye.

President Mohr announced that the next scheduled meeting of the Financing Corporation will be held on December 12, 2018.

It was moved by Director Schwarz and seconded by Secretary Holober to adjourn the meeting. The meeting was adjourned at 8:55 p.m.

Submitted by

Ron Galatolo
Vice President